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ABSTRACT

Nurseries in Cross-Cultural Education (NICE) initiated and implemented a 5-year program involving three nursery schools in preventive mental health in a San Francisco poverty area. It was a demonstration project carried out to study processes of involving inner-city families in coping with problems that often overwhelm city dwellers. NICE focused on the education of children 2 to 5 years old as an intercultural preschool experience whose influence extended outward to the multi-ethnic neighborhood. The processes developed in NICE comprise an interaction model that might be utilized with groups of people everywhere. Chapter titles include: The Setting of the Study, Individualized Cross-Cultural Family Model, Review of Research in Preschool Programs, Description of the Sample, Description of Project Setting and of Staff, Program for Children, Program for Adult Members, Mother as Teacher at Home, The Acquisition and Analysis of Evaluational Data, Analysis of Processes Used to Obtain Growth, and Vignette of a NICE Project. Extensive appendixes present schedules, timetables, behavior rating scales and staff information. (WY)

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NURSERIES IN CROSS-CULTURAL EDUCATION

FINAL REPORT

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Report Prepared In Collaboration With
Wendy L. Cohler

PS004928

PHS Research Grant: Nos. R11 MHO 1976 and Rol MH 14782

...he just learned the meaning of life completely.

A Mother Speaks of her Son's
Experiences in NICE.

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PREFACE

Historically, reports such as this are referred to as "final" reports. True, the project "Nurseries in Cross-Cultural Education" (NICE), operated over a five and one half year span from September 1, 1965 to January 31, 1971, and has come to a functional end. However, as we look back over these years we find that it has been a most profound and enlightening learning experience for all who participated, staff and families alike, and that certain changes have occurred in all of us which clearly indicate that the term "final" can refer only to the setting of this report in type.

Throughout this project there was much sincere, human involvement with other humans--adults with adults, adults with children, children with children. There have been moments of great beauty and sudden joy, and times of confusion and disappointment. The effect of these experiences have changed us all and, in various ways, has altered our outlooks and broadened our perspectives.

The project Nurseries in Cross-Cultural Education (NICE) was made possible by a five year grant awarded San Francisco State College by the National Institute of Mental Health (Grant Nos. R11 MHO 1976 and Rol MH 14782--1965-70). It was a demonstration project carried out to study processes of involving inner-city families in coping with problems that often overwhelm city dwellers. This report, therefore, emphasizes processes. The processes which were developed in NICE compromise an interaction model that could be utilized with groups of people anywhere.

All individuals and families who participated in this project were contributors to the overall effectiveness of the experience. The mere listing of names and saying "thank you" appears less than adequate to convey our very deep feeling of appreciation to them. Nevertheless, it is hoped that the sincerity of our gratitude is somehow conveyed in the following acknowledgements.

First and foremost, to the families who comprised the NICE project, our heartfelt appreciation is extended. Nothing asked of the families was rejected. They opened their homes, gave of their time, trusted NICE with their children, and taught each other and the staff more than it is possible to report in this document.

Those of us who worked in the project are indebted to the administration of San Francisco State College for their encouragement and support. We are especially grateful to Dwight Newell, Dean of the School of Education, Jane Zahn, Chairman of the Department of Interdisciplinary Studies, and Rob Moore, Chairman of the Department of Elementary Education. The Frederic Burk Foundation for Education which administered the grant was most helpful and always went the "extra mile" in making possible those plans that were considered essential for the project. Lawrence Eisenberg, Executive Director of Frederic Burk Foundation, and his staff have given most generously of their time and ideas.

In the planning stages of the project the following people contributed significantly to the staff: Helen Heffernan who was at that time Superintendent of Elementary Education, State of California; Eli Bower of the National Institute of Mental Health; Shepard Insel, Samuel Levine and the late Hilda Taba of San Francisco State College;

Lilian Katz, now Director of ERIC. At a later stage Robert Hess, Stanford University; Susan Gray, George Peabody College; and Alice Keliher, Wheelock College were of great help in finalizing the design. Stella Gervasio, Regional Training Officer, Project Head Start, has been of continuous help in implementing various aspects of the project.

John Connelly, Professor of Education, San Francisco State College, helped design the project and was co-director during the first two years. He enriched the design and contributed vastly to the staff by his anthropological insights which the project attempted to implement. Becky Loewy, Professor of Psychology, was a member of the project staff during the planning year and developed the Behavior Rating Scale used with the children.

Claire Pederson and Helen Frederick, Instructors in the Experienced Teacher Fellowship Program, and their students made possible the Home Task Program reported in Chapter Eight. These student Fellows made weekly home visits and established helping relationships with the families. NICE schools were the training centers for the Fellows, and their instructors supervised their field work in the NICE schools.

Joseph Luft and Meyer Cahn, San Francisco State College, were the trainers for the sensitivity training of the staff.

Gratitude is extended to the community groups who shared their facilities with NICE, Effie Robinson of Public Housing Authority, Yori Wada of the YMCA, and Nicholos Iyoya of the Christ United Presbyterian Church were most helpful and generous in housing the three NICE schools. Their generosity is appreciated.

Joan Laird of the Center for Technological Education worked carefully in preparing the manuscript for duplication and made many helpful suggestions. The design of the cover is the work of Jan Fish, one of the teachers of NICE.

How do you thank a project staff--teachers, secretaries, researchers, social workers, graduate assistants, and others--whose commitment to an idea was of such magnitude that their very lives "became" NICE for a significant period of time? The fate of the project rested on their shoulders, heavily at times, and their dedication and perserverance never failed. To them, NICE was indeed a twenty-four hour a day involvement. They have our deepest gratitude.

This report is an attempt to put into words a dynamic interaction process called NICE, and to convey the affective forces at work throughout the project. It is hoped that the processes developed in NICE will serve as an interaction model that can be utilized with groups of people everywhere.

Mary B. Lane
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Chapter One

THE SETTING OF THE STUDY

The nursery school in preventive mental health has been a concern of the National Institute of Mental Health for many years. One of the many projects funded to study the processes of initiating and implementing a nursery school designed to prevent the breakdown of mental health in Urban America was Nurseries in Cross-Cultural Education - known locally (San Francisco) as NICE. This five-year project funded in 1965 provided for a year of planning, three years of operation of its three nursery schools, and a final year for evaluation and writing.

The setting of NICE is the Western Addition of San Francisco - a poverty target area that has been subjected for the past decade to the stresses and deep feelings that often accompany urban redevelopment.

> I grew up most of my life within these few blocks, and now they're tearing the place down and putt'n up these high rise apartments, what they call low-rent. None of us poor people can live in them. A one bedroom apartment costs $140 and you know poor people have more kids than middle-class people. All they want to do is move us out of here.

The Western Addition District of San Francisco typifies the serious social problems of cities everywhere. It is a major pocket of poverty in the central city. It is home to over 160,000 people, of whom over half belong to minority races. Recent urban redevelopment and renewal activities have not solved the problems of the Western Addition. Quite to the contrary, they have underscored the situation of the area's poor.

Brief Historical Perspective

Only a hundred years ago the Western Addition was a fashionable district on the outskirts of town. The 1906 fire, which wiped out San Francisco's downtown but spared the Western Addition, had a profound effect on the area's subsequent development. As Scott remarked:

> For the Western Addition as a whole the fire marked the start of a swift decline toward the status of a blighted area. This district was one of the few parts of San Francisco in which urban activities could be carried on with any semblance of normality. The City Hall was quickly located in the area. The clamor for dwelling space was so great that property owners quickly converted their homes into boardinghouses, even fitting up basements, attics, and storage rooms as bedrooms. Apartment houses, hastily enlarged, became commercial hotels. To meet the demand for commercial space, numerous householders raised their dwellings and built stores underneath them. Stores, restaurants, and workshops opened for business in basements. Industries, too, invaded the area, carrying on noisy and often dangerous operations next door to single-family homes or multi-family structures. Every condition was soon to be found in the Western Addition in exaggerated forms: indiscriminate mixture of land uses, excessive density of population, substandard housing, traffic congestion. (Scott, 111)

Although hundreds of new buildings were erected during the two decades following the earthquake, they contributed, for the most part, to the over-all deterioration and blighting of the area. As business quickly returned to the rebuilt downtown sections and new houses and apartments sprang up to the east and west of it, the Western Addition, south of

California Street, began its long period of decline. The hasty changes made to accommodate the fire refugees proved to be permanent.

Most of the buildings in the area were originally single family houses or flat buildings containing two to six units of five or six rooms each. Typically, these buildings were converted into many more dwellings than they originally contained through subdivision into one or two room units, through creating basement and attic apartments, and through the makeshift additions of rooms in small backyard areas. As of 1950, more than forty per cent of the buildings housed more than twice as many families as they were originally designed for. (Redevelopment Agency, 98)

The first San Francisco zoning ordinance was adopted in 1921, at a time when the Western Addition was ninety per cent developed. Industries and warehouses had long ago entered into competition for land. The newly adopted regulations had little effect on the misuse and mixed use of land in the area.

World War II accelerated the deterioration of the neighborhood as the Japanese residents were hurried off to relocation centers and thousands of migrants, predominantly Blacks, crowded into available space. The Health Department overlooked all violations of the City's health codes for there was nowhere else for the newcomers to go. When, at war's end, the Health Department re-entered the area, the situation of the Western Addition was beyond redemption and repair. Age, obsolescence, and excessive conversion had resulted in extreme deficiencies of facilities. These conditions plus extensive overcrowding resulted in severe hazards to the health and safety of the occupants. Based on 1960 census figures, the percentage of dwelling units classified as "deteriorated" was over twice as high in the Western Addition as in San Francisco as a whole. The rate of houses classified as "dilapidated" was eight times as great as in the rest of the City:

> The first house that she lived in was beyond description in terms of Western Addition slums. You had to go through a dark alley, lots of glass and beer cans, up broken steps, and the window broken out, and you came into this hall with all vile smells hitting you in the face, well, pee, or whatever. Records were all over. The whole house was in just an undescribable kind of mess. Beds laid in, lain in, lied in, and without sheets, and coal black pillow cases. Well, I can go on and on like this. And then Sally visited her new house and mentioned at one time that there was loads of BM in the middle of the living room floor and nobody minded, nobody made any attempt to clean it up.

Public low-cost housing, which grew in the area during and following World War II was generally poorly constructed and unaesthetic. These units are segregated sub-ghettos, since they attract low income people who are almost exclusively Black many of whom are also single-parent families on welfare rearing large families in a small amount of space. Plumbing difficulties resulting in first floor flooding is a reoccuring problem.

> I commented that the projects themselves are actually the only living quarters with low enough rent for the poorer people and she said, 'Yeh, and anybody who's got some pride don't want to live in 'em. I tell some of the guys, 'You know nobody's gonna rent anything decent to you when they know you pee on the floor and throw beer cans out the window'. I asked what kind of an answer she got from them. She replied, 'Kiss my ass.'

Some large units have become pockets of crime due to their very poor construction. Little, if any, play space, is provided and whatever is available is far removed from most of the apartments. Enclosed inside corridors, a single entrance into each apartment, and elevators in dark hallways present favorable circumstances for illegal behavior.

> I can't explain why they make this place so bad-like the people who hang out in the parking lot. Three-fourths of them don't live here in the projects, but they congregate here and you know they just bring all the problems here. All these hoods around here make you scared to come up the stairs at night; or your mailbox is broken into; or your house is robbed; or the cursing in the parking lot goes on and the blowing of horns all night long, racing in the parking lot. I don't know how we can keep them away from here, but that's what I see as one of the problems of living here.

A few, public housing units, despite an outward appearance of dilapidation, are favored because their corridors open to a central courtyard where the children play under the watchful eyes of their siblings or parents.

> One thing I like about the apartment where I live now is I can watch Janey at play from my kitchen window. Even when I have to go to the laundry I can keep an eye on her.

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> The really bad part, though, is when some of the tenants get a bottle and carouse around all night, singing, hollering, swearing: There's no sleep those nights.

Together with other old sections of the City, the Western Addition has traditionally been the receiving place of new immigrants: Japanese came in such numbers that the area was known as "Little Osaka." Russians came first, Jews fleeing the Czar and later White Russians fleeing the Soviets; Southern Blacks came in response to wartime employment opportunities, and crowded into the vacancies left by Japanese who were relocated overnight during World War II.

While for other minorities the Western Addition has been a halfway house, for its Black citizens it has remained a trap ghetto. For example, Jews and Japanese, while still maintaining business and religious ties in the Western Addition, today often reside in far outlying sections of the city. Recently Jewish businesses have been pulling up ancient roots and relocating in new neighborhoods as well. The Synagogues are joining in the final exodus. The Japanese returned from relocation camps after World War II to the original sites of their businesses and began to rebuild their lives. This process has culminated in the recent completion of a magnificent Japanese cultural center including a Kabuki Theater, a Japanese hotel and many commercial enterprises.

The large Black in-migration began during the war years in response to good and equal employment opportunities then existing in the Bay Area. The influx of Blacks did not cease, however, at war's end, when the job market became once again restricted and discriminatory. Between 1950 and 1960 the Black population in San Francisco increased by seventy-one percent. Blacks, who twenty-five years ago constituted less than one percent of San Francisco's population, now account for almost twelve percent of the City's total. The influx has been largely in the Western Addition.

Urban Redevelopment

Urban renewal for the neighborhood has, since the early forties, been a controversial and hotly debated issue--seen as the only possible salvation by its advocates and seen as aggravating conditions by its opponents. When, in 1961, Area I was bulldozed out of existence, the apprehensions of the opponents to renewal were largely substantiated. The swift demolition of one part of the Western Addition and the erection of middle and high income housing in place of the old low rental units severely aggravated the neighborhood's problems. The vast majority of the uprooted moved just over the border of the area from which they had been displaced to the new more than ever crowded slums of what remained of the old Western Addition. To a lesser extent, they moved to immediately adjacent neighborhoods such as Hayes Valley and the lower Haight-Ashbury.

> Redevelopment is no good. They're moving people out and not placing them in someplace else. Or the rent-where they want to place them the rent is so much higher. Or they move them out of their neighborhood that they were in and move them into a different neighborhood. And like

> when Redevelopment tears down a building, they don't exterminate and the rats and the mice and everything else goes to other places. You know, they go into other people's places and they should exterminate before they tear them down.

The visable evidence of high income, luxurious apartments, office buildings and elite retirement homes (one of which is guarded by uniformed Black men accompanied by police dogs) has angered the residents into action campaigns against the "enemy" Redevelopment Agency.

A somewhat chastened Redevelopment Agency is now projecting a gradual, "humane" Phase II. With the help of rent supplements, remodeling grants, careful mixing of units and the assistance of an enlightened social service staff, the agency is attempting to develop a racially and economically mixed neighborhood from which no one will be forcibly displaced.

The community, through grass-roots action groups and formal pressure groups, such as Neighborhood Legal Assistance Foundation and the Western Addition Community Organization (WACO) have been carefully scrutinizing the Redevelopment Agency's activities to insure that these humane plans are, in fact, implemented. These groups have applied a variety of tactics and strategies designed to make the Redevelopment Agency more sensitive to the needs of the local residents. They have brought legal action against the Redevelopment Agency at several points to halt activities that they deemed not in the best interests of the community. They have tied up Redevelopment Agency funds and prevented them from carrying out several programs which the grass-roots organizations felt were poorly conceived. As a result of community pressure that has built up in the past few years, the community has gained a stronger voice in the planning and implementing of redevelopment programs in the Western Addition.

> WACO put a stop on Redevelopment for a while, I think that was good. And they're shaking Redevelopment up. They're not letting them do the way they wanted to do, you know. They're making them follow through on what they're supposed to do.

Development of St. Francis Square

One of the new developments in the area is St. Francis Square, a cooperatively owned middle-income housing development. The Square is only two blocks from three large public housing units. The Square, planned by the I. L. W. F. Longshoremen's Union, as one of the few integrated unions in the City, is sustained as an integrated community for people committed to inter-racial and cross-cultural living. The residents purchased their apartments in this development because it stood for a cross-cultural approach to living. Marked efforts were made by the management to secure owners who had positive and deep commitment to the value of interracial and inter-religious living. The majority of the residents of St. Francis Square, as seen by the investigators, are young, vigorous, and knowledgable. Many have professional backgrounds. Many have strong labor affiliations.

This island of progressives in the heart of the ghetto has not been without its conflicts. Residents of the Square have had difficulties relating to the ghetto youths who use the services of the

Buchanan Street Young Men's Christian Association which is located in the middle of the Square. Vandalism, noise and fights have discouraged the Square residents from taking an active and positive role in the Y. Instead they tend to ignore it as a service-giving agency.

Public Schools of Area

Conflict was also reflected in the local school culture which is predominantly low-income Black. The St. Francis Square children, because of their middle-income background, fit more easily into school culture and consequently tend to be seen as "mentally superior." They are typically assigned to superior and gifted groups. The practice of forming special groups largely composed of Square children was contradictory to the social ideals of interracial and cross-cultural living envisaged by many of the inhabitants of St. Francis Square. They early recognized this school practice as a barrier to developing positive human relations in the larger community.

> I kind of feel that one of the reasons why the classroom becomes such an intense scene is because there isn't that balance of middle-class kids, whether white or black and poor kids. If you've got a group of kids who are maybe more motivated for whatever the reason, but they get interested rapidly in doing things, the other kids tend to pick up on that and follow suit and it just kind of calms down the whole tenor of the situation. What happens over here is that-you have all the kids-they all come in with the same kinds of problems, so that they interact between each other and there's a hell of a lot more chaos. I say I feel that integration in those terms would have meaning for both the white kids and the black kids and would then have an impact on the quality of the education too.

From the viewpoint of the trap ghetto residents, the children from St. Francis Square made more difficult the school achievement of their children. When they saw their children being assigned inferior status in the school, a public institution, they felt resentful and angry. The schools of the Western Addition tended to fit Conant's (30) description of inner city schools. They were characterized by lack of space, deteriorated buildings, curriculum unrelated to the lives of the children, assignment of poorly trained, inexperienced and frightened personnel who communicated a sense of futility that accompanies a task done ineffectively.

> You get teachers that have this built-in attitude that black kids are inferior, you can't expect anything of them anyway, so they give all the attention to the white children.

Such a school environment tends to discourage incoming children. These children frequently lack the support from their parents that middle-income children have. (Deutsch,33; Hunt,66). These are the children who later become drop-outs, delinquents, and emotionally disturbed. (Glueck,48; Commonwealth Report, 29). When one considers the large percent of the population living in the inner city, the magnitude of the problem becomes evident. While many special programs have been initiated in the schools in an effort to help children become more successful, the schools are still perceived by a majority of the parents as disinterested, often rejecting, institutions in which their children fail.

> I don't like the idea of suspending children, I think there should be another way. I don't think that's the way. And I believe they should let them have a little more freedom, as far as in their play. And how they're treated-like they're in the army, you know, everybody has to line up; everybody has to stand up straight; they can't put their hands in their pockets; they got to be just so when you line up.

Changes in Population

Twenty years ago the Western Addition was characterized as a predominantly adult area. In 1947 a sample survey revealed that in some sections, close to the central business district, the proportion of persons under twenty was less than ten per cent. A special census two years earlier disclosed that Tract J9 contained 300 children and youths out of a total population of 4,012. Household size distribution in the area showed high concentration of single people and childless couples (San Francisco City Planning Commission, 106). As of 1960, and increasingly since then, the older population of the Western Addition has become largely a white population. The Blacks, by contrast, are a youthful group, with approximately one-third of the household heads aged thirty-five or less, compared to one-fifth of white household heads in that category. (San Francisco Community Renewal Program 107).

In a sample survey of Area II, conducted preparatory to redevelopment by the Project Service Company for the Redevelopment Agency, it was found that the white population was largely made up of single persons and two-person families. Of all white persons, eighty-six per cent were in this category. Many were elderly and living on low retirement incomes. The non-white population was concentrated in families of three or more. These included sixty-three per cent of the Black individuals and seventy-six per cent of the Orientals in the survey area. Among the whites the concentration of the elderly and the dearth of young people were extreme.

The Western Addition was earlier described as a major pocket of poverty in the central city. The recent influx of middle and high income families may dilute an overall characterization of the area but does in no way alter the situation of the vast majority of residents. The previously cited sample survey conducted for the Redevelopment Agency in 1962 in an area where no renewal had as yet taken place, found that median gross incomes of families were substantially lower than in the City as a whole: $399, as opposed to $560, monthly income. Nearly forty per cent of the families or single persons had incomes of less than $250. Eight and seven-tenths per cent of single persons or family heads were unemployed. Ten percent were on relief.

The Western Addition target area (Economic Opportunity Council District)* showed 6,822 families with incomes under $4,000 and a total of 32,705 "poor" people in the district. There were 2,831 unemployed, 1,457 on Aid to Families with Dependent Children, and 1,875 on Old Age Security, Unemployment rates were almost three times as high as in the City as a whole (14.2% as opposed to 5.7%).

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*The 1965 Program Area Analysis, Area 5 data is cited since 1970 census figures are not available.

While the Western Addition represents one-fifth of the total population of San Francisco, one-third of all AFDC recipients reside in the area.

As many as two-thirds of the district's children come from homes lacking a male adult. Twenty-eight per cent of the neglect cases brought to juvenile court come from the area. The incidence of court cases (8 to 18 years) for the area was 76/1000 compared to 33/1000 for the county as a whole.

Of those residents of the Western Addition who were twenty-three years or over almost forty per cent had less than an eighth grade education; eighty-three per cent had not completed high school; there were 700 adults with no schooling whatsoever. Among the current generation no more than one student in five is expected to graduate Polytechnic High School, the receiving secondary school for the area. (San Francisco Community Renewal Program, 107)

Health Services of Area

Health, welfare, mental health, and other social services are seen by the recipients as being unresponsive to the needs and desires of the residents. In fact there is growing evidence that the institutions tend to perpetrate the poverty, social isolation and racism extant in urban living.

> I suggested the Mission district as a possible place for people to be relocated. She said, 'They don't want us over there, that's the Spanish-Mexican part

> of town. Everybody's got their own part of town, the Mission for the Spanish, the Chinese got Chinatown, the colored are here in the Western Addition, the Portugese are west of the Addition, the middle-class whites got the Sunset, the high-class whites are up on the hills. I don't want to leave this part of town; this is where I feel comfortable.'

Available statistics (Mykytew, 85) attest to the dire health conditions of the neighborhood. The venereal disease rate was the highest in San Francisco, at approximately three times the City rate, with 2,042 and 2,036 cases per 100,000 population reported for 1962 and 1963 respectively, as opposed to 643 and 712 cases for the rest of the City. The tuberculosis rate for those two years was 100.2 and 101.9 per 100,000 for the Westside Health District as compared to 64.6 and 68.6 overall for the City. Infant death rates and prematurity rates were among the highest as well. In 1962 and 1963 the number of premature births per 1,000 live births was 114 and 120 for the Westside Health District as compared to eighty-four in each of those years for the City as a whole. The Westside's infant death rate was the City's highest in 1962 with 36.4 deaths per 1,000 live births. The City rate for that year was 24.8. Eighty percent of the deaths occurred within twenty-eight days of birth and almost all had prematurity as their cause. For 1964, the most recent year for which health statistics are available, both the venereal disease and the tuberculosis rate in the Western Addition had gone up 2,098.7 and 1303/100,000, respectively. While the infant death rate decreased in 1964 to 31.2/1000 live births and disproportion between the area and the City-wide rate remained.

A review of 500 prenatal cases visited by Westside public health nurses over a period of one year revealed that thirty per cent of the women pregnant for the first time had serious medical problem histories; sixty-two per cent of the women in subsequent pregnancies had histories of a serious medical problem or a complication with a previous pregnancy; less than ten per cent of the women began their prenatal care before the fourth month of pregnancy.

By school age the health problems were multi-faceted. In a study of one Western Addition first grade class only eleven per cent of the children were judged to be "healthy." From another Western Addition survey a single telling fragment was available: of 354 children who needed follow-up checks for vision difficulties, 124 or thirty-five per cent had had no follow-up at the end of one year.

Health services, at the present time, including medical as well as mental health care, are attempting to meet the needs of the community. Prior to the advent of the Poverty Program, the services were geared primarily to a middle-class population and required a fairly high-level of awareness and competence for the residents to utilize these services. Middle-class values dominated these middle-class structures and generally, only those residents with middle-class skills were able to take full advantage of them. In the past few years there have been changes in these institutions. For example, the local Health District now offers family planning services to all women, regardless of marital status. The Welfare Rights Organization and the EOC District Office provide twenty-four hour information and counseling about welfare problems. Mt. Zion Hospital in its comprehensive Medical Care Program has trained and employed indigenous health and social work aides who reach out to the families of young children in the area to assist them in obtaining medical services. The Westside Mental Health Consortium, an alliance of several psychiatric clinics and counseling agencies, has been established to coordinate services to the community in order to avoid duplication and to insure maximum efficiency of delivery. These efforts have yet to prove their effectiveness in terms of long-range results, but they seem to be in the right direction.

There are still large gaps in services: waiting lists are common; appointments for some take weeks; bureaucratic red tape is a major hazard with many problems falling between jurisdictional policies; lack of dissemination of information is still a fact.

> I think that medical services are very hard to come by in this country, for people who really need them, not well babies. What about sick? ... It's gotten so that you have to go through so much to get these. Many people don't know how to do it.

Summary

In summary, the Western Addition is a mixed urban neighborhood with several distinct communities, grouped along racial, ethnic or socio-economic lines, pocketed among the generally scattered-deteriorated housing and businesses. Redevelopment has tended to accentuate the problems and the attending conflicts. One of the major problems inherent in the Redevelopment Program is that while destroying slums and slum housing and building somewhat better housing, it also destroys whatever "sense of community" exists among the residents. It takes years to rebuild this community attitude in a new housing development. The public schools are generally seen by the residents as alien institutions in which they are involved only at crises points. The health services, while struggling valiantly to be effective, are poorly coordinated and are not understood by many of the people who need them.

The Western Addition setting for the NICE Project indicates that the community is similar to thousands of trap ghetto communities in which the residents find it difficult to do more than survive from one day to the next. Social pathology indicators such as crime rates, violence, family breakdown and various other forms of maladjustment are endemic to this community. Serious economic deprivation faces many of the residents who are, at the same time, exposed to the rising tide of affluence, advertised daily in the mass media and staring at them from the windows of high-rise luxury apartments. The gulf between the "Haves" and the "Have Nots" has increased rapidly during the past five years. The unattainable goals of our consumer-oriented society are constantly a reminder of their failure to "succeed."

Racial problems in the Western Addition, as in other urban areas, are closely related to economic problems. Wherever problems exist in providing adequate jobs, decent housing and good schools, minority groups are hit first, hardest, and in disproportionate quantities.

Cross-Cultural Nursery School Demonstration

The investigators who initiated this demonstration are convinced that if inner cities are to be rebuilt as psychologically healthy environments for rearing families, ways must be found for polyglot populations to work together to develop institutions, social structures, and modes of living necessary for promoting and maintaining mental health. The family and the school are two primary social contexts significant in accomplishing this goal. Many dimensions of urban living, however, interfere with their effective functioning.

The intent of NICE was to demonstrate how with resources and continuing effort for three years the family and the school might be strengthened in ways that not only would increase their effectiveness but also would influence the functioning of other institutions.

Thus in this urban community, three cross-cultural nursery schools were established in 19[illegible] to demonstrate the effects of a nursery school program on the mental health of the families involved. One was set up in Westside Courts, a predominantly Black, low income housing development. Another at the Buchanan YMCA, located in the heart of St. Francis Square; the third at Christ United Presbyterian Church, located in the Japanese section of the area. Each school enrolled twenty families who represented approximately the mix of the community racially, economically, and in living styles.

Chapter Two

INDIVIDUALIZED CROSS-CULTURAL FAMILY MODEL

The model used for the Cross-Cultural Nursery schools established in the Western Addition was one that viewed individualization and family involvement as necessary components.

Model

The term model is used as meaning interrelated principles from the disciplines of philosophy, psychology, anthropology, and sociology which form a unified approach to learning, valuing, communicating, and associating. Model is not intended to imply a structure or set of practices which can be applied universally with predictable results. The tasks of the investigators in designing the model were to:

1. Identify those principles in NICE which would be applicable in other circumstances.
2. Describe the relationships among the principles, thus clarifying their inner consistency.

Cross-Cultural

Cross-cultural is used to refer to micro-cultural differentiations of habit, custom, and life-styles existing within larger societies. The differentiations may be classified by income status, by race, by type of dwelling, by family composition, by language spoken in the home, by religious affiliation or by a variety of other classifying foci. In NICE three micro-cultural differentiations were isolated for study: income status, race, and type of dwelling.

In a community as diverse as the Western Addition, the likelihood of sixty culturally different families becoming a cohesive group seemed remote unless a superordinate goal became powerful enough to induce people to associate with each other in order to achieve a common purpose. "Hostility gives way when groups pull together to achieve overriding goals which are real and compelling for all concerned." (Sherif, 113) The superordinate goal which was utilized in NICE was the intense desire of parents to obtain a better life for their little children than they themselves had had as children. Since the children in NICE were only two years old, this goal carried with it all of the emotional impact that is associated with caring for the very young.

The investigators recognized the difficulty of the task of achieving satisfactory relationships in a mix involving low and middle income; Black, Caucasian, and Oriental; public housing, cooperative apartment dwellers, and random dwellings. This cross-cultural mix was chosen because it represents what the Western Addition is. If knowledge and skills are to be gained relative to learning how to live in harmony with one's neighbors, then the mix of populations studied should approximate genuine, real neighborhoods rather than laboratory settings. The primary component of the NICE model was a cross-cultural sample representative of the population of the community in which the demonstration project occurred--a population with the potential of becoming a cohesive whole by the acceptance of a superordinate goal.

> ... I think the parents having these children, mothers especially, having these children the same age, that's something in common right there and I think every mother is looking for about the same thing for their children...When you're talking about these things and working towards that goal, then the parents begin to learn something from each other...So I think you can't beat a cross-cultural educational experience for adults as well as children, because I think you're never too old to learn...
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> ...I've gotten to appreciate some of the children whom I had sort of looked down my nose at because of their behavior, trying to understand them at the same time, but really working with them gave me a new appreciation for them as they are and I really got to know them and I think it has been an invaluable opportunity.
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> I think that cross-cultural education is the answer to everything-all the problems that we're having now. The more you are together the more you really know it's no mystery or you don't have to rely on what you were taught or heard, you can see for yourself. You find that it really isn't any different at all. You really see the difference if there is one, if you are all together. And you find out that people are actually doing the same things and having the same type problems regardless. You really find that out.

Individualized

Individualized is a word used to describe the model because it represents the overriding approach to achieving the goal of the demonstration; i.e., to assess the effects of a cross-cutlural nursery school as an instrument for promoting mental health in a community that is being subjected to the stresses of redevelopment. The attempt was to respect the uniqueness of each individual. This required becoming aware of the dimensions of each one's uniqueness. Individualization was also utilized as a concept when considering micro-cultures. Those involved in the demonstration reminded themselves frequently that there is as much variation within any group of people on any variable as there is between groups. This recognition helped to avoid stereotyping even if the stereotyping was in positive directions.

> As I said the conversation was quite light. When Mrs. Chin suggested she would bring some Oriental food to the buffet, I suggested jokingly that I would bring some pickles and lox and cream cheese, and I turned to Willie Mason and said, 'Now all we need is some soul food.' This was met with a great deal of laughter and joking, and she said, 'I really don't like Soul food'; but then Mrs. Jones picked up on it and mentioned several soul food items that were certainly possibilities. It was something that everybody seemed to tune in on, not just the Black women.
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> . . . .
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> Well, I don't want a Black teacher just 'cause she is Black. I want someone who can teach Lisa something.
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> Yeah, but don't you see, honey, Lisa can't learn from a white teacher 'cause she just can't know how it feels to be Black. Lisa gotta have a Black teacher for her to learn.

Family Oriented

Family oriented schooling was the third component of the NICE model. A child enrolled in one of the NICE schools meant a family enrolled. The project operated on the belief that the family is a unit in its influence upon its members. Therefore, if permanent changes are to be achieved, one must work with all members of the family. Thus all family members were of concern to the NICE staff. As the project evolved, additional activities were developed for older siblings and for the adults in each family. The mothers of the children were studied intensively and were given a large amount of staff time and project resources. Before the end of the project the families were organized so as to develop policy and make significant decisions about staff use of time, curriculum, supplementary activities, and their own future after the termination of the project.

> Then while mother's gone, the older children take care of the little children who need being taken care of and it seems to work out even when everybody's in school that there's an adult at home or an older brother or sister at home to watch out for the little ones. The routine is really very stable and it seems to be working out very well with the mother's work routine. The family is using the nursery school very much, specifically the counselor. They feel very free to call him whenever there's an emergency with anyone in their family including mother's sisters and her brothers and her parents. So that if they are not able to take care of something, they now know where to go for help. The family has taken advantage of everything that has come along in the project as far as camp for their children and any tutoring that the project has offered. In any way that they see they can better their status and that of their children, they get involved.

. . . .

> Pauline came in very upset because the leader of the Trip Club-which her older boys belong to-had changed. We had to explain that the leader was a student volunteer and now that the semester was over, she was no longer available, but that we would have one equally as good. Pauline was

still dissatisfied because her boys had liked the leader and she didn't think she should quit in the middle of the year.

Interrelated Principles Supporting the Model

These components of the Individualized Cross-Cultural Family Model are supported by philosophical, psychological, anthropological, and sociological principles that are consonant with each other and that functioned in the direction the model took as it developed through the three year time span.

Philosophical Orientation

The view of man expressed in NICE is essentially a humanistic view. Humanism accepts as its ethical ideal, concern for all men. It underscores the worth and dignity of the individual and the welfare of humanity. Humanism elevates man to a problem-solving creature who possesses a genuine freedom of choice. Man attains his own self-fulfillment through significant works and he also thereby contributes to the welfare of the community in which he lives. Humanism presupposes a sensitive awareness of the need for the qualities frequently associated with artistic creativeness; i.e. intuitiveness, sensuousness, personalization, as well as an endorsement of scientific method and reason. Man as a rational creature capable of shaping his own destiny is an inherent belief of humanism.

The philosophical principles of the humanistic view with which the project was most directly concerned are described in the following pages.

1. Man is perceived as having infinite capacity for development. All living is growing and developing; rare is the individual who no longer has the capacity to become more than he is at this moment. The practicality of such a view is to charge all activity with worth. Man's endeavors become as broad as the world in which he lives and who is to say that one is of greater value than another. Labels are of little importance in such a view and distinctions between levels of worth are meaningless. Exclusions, restrictions, special treatment have no place in such a view of man.

As applied in NICE this view led to the development of a program that gave individuals-children and adults-opportunities to choose what was of value to them. These choices could be made without risking a connotation of more or less worth. Parents could choose to work in the nursery or not; they could enroll in a parent education class or not; they could volunteer to drive a car pool or not. Children were free to come to a story being read or continue playing; to come at nine o'clock or later.

Individuals were accepted on a first-come, first-serve basis into the school. Children were accepted whether or not they were toilet-trained, could talk, had temper tantrums, or were unkept. Parents' behaviors in discipline, modeling, making patterns, imposing standards, and involving themselves in the school were accepted without imposition of external standards.

> Stephen's father arrived with him at juice time and spent the rest of the morning. He took an active part with the children, helping them ride the teeter-totter, etc. At one point during one of Jane's tantrums he calmly walked over and set her on her feet. She stopped screaming immediately and he commented 'What you girls need is a man around here'.

Another application of the principle was the cultivation of the attitude that the "end-of-the-line" is never reached. Once a family entered the project, staff at all levels attempted to communicate an attitude of accepting that family's membership in the project and continued seeking involvement until the family's inner interests were discovered and freed to function in the project. No family was asked to withdraw from Nurseries in Cross-Cultural Education because of lack of involvement. Although the temptation was great to consider a family of consistently poor attendance "dropped," teachers refused to "give up" on any family until the family itself indicated its desire to withdraw. There were only seven families who did withdraw.

> Dwight hasn't been to school at all for the month of June. During the parent teacher conference that we had, Mrs. Townsend was very cordial and seemed very interested in school; but was having trouble with her boy friend. She said that the boy friend was unreliable as far as getting the boys to school. She said that she would call her neighbor about getting a stroller so that her sister could walk the kids to school. But she never showed up. We're hoping that things will be better, because she said that in July her husband would be coming home; and things would be different once he got home. So we hope that this will be true.

As applied to the staff, the design of the proposal and its administration were based on the belief that staff was capable of growing at a pace that matched the demands of the program. Parental relationships, for example, became more complex and sensitive with the passage of time; staff developed the skill to handle these relationships as the need arose.

Staff was exposed to a wide variety of first hand experiences including visitation in the neighborhood, sensitivity training, and role-playing as means to help learn how to assume the many roles expected of it. It was supported in its efforts to serve as models consonant with the philosophical views expressed in the project.

2. Accepting differences was held as an essential value in growing. The view of the NICE project was that acceptance of difference is more than a desirable quality in human relationships. It is the core for building a personality that is able to function with effectiveness and ease in today's world. The question was how to demonstrate this belief. The first step was to select a staff composed of a wide range of differences in educational background, in age, in experience, in race, in sex, and in income levels. The differences of the staff were utilized to demonstrate the potential strength emanating from complementary relationships. The one school team that remained constant throughout the three years was composed of one white and two Blacks; one man and two women; age range from 21-45; one M.A. holder with ten years of experience, two inexperienced

people with one of the two having a high school diploma and the other being a college drop-out. Through utilizing their complementary strengths they were able to demonstrate the fine "esprit de corps" that one feels when a whole staff is working cooperatively rather than the head teacher being "in charge."

> The work day at School B was a tremendous success. All the parents pitched right in and helped out--each one contributing in his or her own way. Several mothers prepared lunch and the men built the platform for the play yard. As we sat around enjoying our lunch, the conversation turned to the staff-what a genuine team they were; how much they seemed to enjoy each other; how you were just as likely to find Cindy (head teacher) preparing the paint or cleaning up messes as you were to find her chatting with parents; how great it is to have someone as creative with materials as Don and someone as musical as Sharon.

Just as the differences of the staff were accepted and used to strengthen the program, so were families accepted for their differences. Efforts were made to understand different family patterns without pre-judging by any single set of values. Obvious differences in food patterns, dress, customs, holidays, dance and religion were used to enrich learning in the schools and hopefully these learnings carried over at home.

The essentiality of difference as an ingredient for growth demands that difference not only be supported in an implicit way but also that direct approaches be utilized in dealing with such difference. This principle was implemented through the development of a cross-cultural curriculum designed to encompass the basic heritage, contributions, and current events of the micro-cultures represented in the schools, and through consciously creating a cross-cultural physical and psychological environment.

> Our children won't have any ingrained prejudices from the school and they will always have a positive feeling about themselves and other children, different kinds of children. And how good it is to have a different thing going for you, whether it's a natural or straight black hair or blond hair. (Black Random-Upper)

. . . .

> ...if he hadn't had that experience, I don't think he would be like he is today. I think he would have some type of problem when he started elementary school and was thrown in with all types of kids, you know, not just Black children, but Caucasians, Chinese, whatever. I think he would have to kind of adjust. But he's already over that stage because he was in NICE for three years and learned the different types of people.
> (Black Public Housing-Lower)

. . . .

> We live in a cross-cultural world and if you send a child to school with other kids just like him all his life, he gets a very distorted view of the world and of his own place in it and of everybody else's place in it...I think that's what people owe to their children nowadays, to give them a broad upbringing, widen the scope as wide as possible...I think that the fact that the kids are getting to know other people at a young age is just like exposing them to learning. They will grow up with this as part of them.
> (White St. Francis Square-Middle)

. . . .

> ...every day things are changing and like with the racial problems and things that we're having now, I don't think-well I'm not going to say they'll all disappear, but they won't be like they are

> now because when kids are Bobby's age like when they was in NICE nursery school and like you teaching them the difference between people and like they going to school, playing with each other, then when they grow up it's not like this...it's hard for the older people to change and when they young if they brought up this way then they won't be so many problems and I think it'll be different. (Black Random-Lower)

Finally, in order to see difference in its total human context the acceptance of difference as an essential in living was linked with the concept of the universal likenesses of human beings in their needs, interests, emotions, and values. The rearing and educating of young children was a "sine quo non" in carrying out this theme.

> I think there are all kinds of advantages in terms of what the kids can contribute to each other because of the kinds of backgrounds that they have and that it also tends to take away some of the stupid stereotypes about people that we tend to perpetuate. Getting to know them, learning with them, and playing with them tends to make them just people that you like.

3. Man is capable of adapting to new structures. Careful thought was given to the adaptability expected of participants in the project. An attempt was made to relate the new to the old in order to facilitate the adapting process. The nursery schools were planned to look and feel like "home". Some of the equipment was second-hand and unassuming. An effort was made to include some items that were seen in many of the homes, i.e. photographs, artificial flowers, popular toys. A parent's corner with adult size furniture, current magazines, a crib for babies, and a coffee pot was a part of each school.

A staff member accompanied the interviewer on the intake interviews, thus giving staff and parents an opportunity to begin to become acquainted before school started. Another staff member called by telephone or dropped by the home to get acquainted just prior to the opening of school.

The initial contact with nearly all families was made by a person who represented that family's racial and/or socio-economic background. The second contact included the initial contact person and also introduced another staff member--in most cases a person of another racial or socio-economic background.

The new was introduced in small steps so that it was not overwhelming. At the project's onset, rather than having all of the children and their parents entering the nursery school at once, their entrance was staggered so that small groups of five or six, with their parents came at a time. Each group period lasted for an hour and was designed to include a mixture of people of different races and socioeconomic statuses. Juice was served to the children while coffee and tea were served to parents- a symbol that parents are important, too.

The adapting process was individualized by avoiding common restrictive rules for visiting, observing, and behaving since individuals take varying amounts of time to feel at home and react differently in a new structure. Parents were encouraged to stay with their children as long as it took for the child to be willing to have mother leave.

Mothers could take as long as they needed to start moving toward the children in their play groups or towards each other. Staff was nearby to encourage and to respond to cues that were given. Mothers could choose not to participate in the nursery school without fear of rejection.

As parents adapted to the many new roles and processes they were experiencing in the nursery school, they began making applications of adaptability in wider contexts.

> I think there is a place for families participating in public school...the school's idea now is one that it's their total job and they're the only ones that are qualified and capable of doing it. I think that their idea is very wrong.
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> ...I can see if the school succeeds in doing a good job with the model school, then it's going to attract many classes, many races of people...So we could really say, 'See; we've got a good school.' Then we will be attracting people who might otherwise take their children to other schools. I think we could have a naturally integrated school. That is what I'm for you know, no forced bussing or anything like that, it would be naturally integrated. Could be a swinging neighborhood.
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> . . . .
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> ...Many times when we go someplace like we took the kids down to Millbrae, people turn around and look. And I think it's really something. They probably figure where did all those kids come from...they look at you as an adult and then they look at all those different kids together and it makes me feel good. I suppose they don't know I feel good, but I do feel good. That this can happen and is happening, I mean it's like you won't see this in the school yards.

4. Human beings need to be in control of their own social structures. An effort was made to develop a sense of mutual responsibility for the welfare of the child while at school. The welcoming was always extended to mother or father and child. Parents were often invited to examine something in the school. Advice and help were sought as needed. Parents were enlisted in transporting children of working mothers, in developing play yards, in building equipment, in assisting on the floor of the nursery. Parents made decisions about whether they wanted parent meetings; what kind and when; what to do in the face of hostility from the outside community; how to meet a threat of a potential health hazard; how to respond to militant "Black Power", and other like problems.

As the project evolved, more and more initiative was placed in the hands of parents. By the beginning of the third year a structure had evolved that was a policy advisory council controlled by the parents. The Parents Advisory Council (PAC) as it was called, branched out into many activities. A small sub-group became interested in local planning for the White House Conference on Children and Youth. They expressed their interest in the right places and were appointed to the Mayor's Planning Committee. The work done by the group for this step of the conference was impressive enough to result in an invitation to two members of the group to participate in the State Planning Session in Sacramento. Another group tackled the problem of influencing the Recreation Department to lower the water once a week in a nearby public swimming pool so that very young children could learn to swim. The PAC participated in developing a documentary video tape. A wide variety of tasks were undertaken. Little by little the staff stepped aside and the PAC directed its own activities.

> ...I don't have the college background. But one thing I do have. I have a finger and I have a telephone and I can ask questions. And I find that by asking questions of different people that I can get their ideas and from them I can always get someone to whom I can talk...
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> . . . .
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> That's one other thing I like about NICE people, they can really express themselves and nobody's going to get angry because she says how she feels, even if it's a difference of opinion. Everybody's opinion counts. You try to iron out the differences.

Psychological Orientation

The theoretical *learning theory* model adapted for use in Nurseries in Cross-Cultural Education was primarily that of the perceptual-humanistic approach to behavior. Thus it was congruent with the philosophical orientation. The concern of the project was with *self-actualization*, with *self-selection* and *self-directed behavior*, rather than with describing growth by applying statistical procedures to arrive at norms. (Rogers, 104; Maslow, 82 ; Kelley, 73 ; Combs, 28 .). This model holds *becoming* (Allport, 2) as a continuing process in the life cycle. One never arrives. It also preceives motivation as an inherent quality of being (White, 120).

Therefore, the task of the educator is to recognize and help release internal motivation as contrasted to utilizing external motivation for achieving imposed goals. Accepting this thesis places values central in the learning process. What one values, he becomes. The perceptual-humanistic approach relies upon man's ability to remain open or to become open to his experiences. To the degree that openness is achieved, the individual is free to live creatively. In young children, openness to experience is expressed through play.

> Katrina discovered brown! While easel painting she just casually mixed orange, blue, and black, then brushed it on the easel and was so excited about the results she forgot to finish her painting. She spent the next 10 minutes mixing and stirring and seemed to have the real concept of how we get different colors.

. . . .

> The day was very busy and exciting for children and adults alike with the children being so independent and self-directed that it made one feel like sitting back and swelling with pride. Activities were created by children for themselves. No one was swayed from his heart's delight. Example: Annie and Jennifer worked diligently at art and though Orlando tried to coax them to the fantasy boat play they were determined to stick with their own interest.

One basic tenet of this humanistic model is that since man is a thinking creature, he is capable of making wise decisions. The acceptance of this tenet assumes that self-discovery offers the most permanent and most growth-producing learning. The operational principles emanating from this tenet are described in the following pages.

1. Meaningful, permanent learning is self-initiated, growing from a need to discover the solution to a problem. The program for the nursery school was planned so that it was almost completely open-ended. The design intentionally allowed each individual in the school to seek from the school those experiences that intrigued him. Teachers discovered the roles most comfortable for them. They introduced materials which had meaning for them in challenging young children to explore, to contrive, to try-out, and to observe results. Rather than being told what was expected of them, parents were encouraged to contribute and to participate in ways that they initiated. The program was designed so that individual interests, tastes, and temperaments could be accommodated. Children were given time to work out their own problems rather than being offered ready solutions when they found something puzzling.

> And I think kindergartens are overdirected. Whereas these kids are able to walk in any classroom I think and really function and do what they want to do and do it well-mannerly and actively and with keen interest-and I don't know if kindergarten classes are ready for that kind of child.

. . . .

> Stephanie spent about twenty-minutes at the graduated cylinder block and finally mastered it. She was so proud! Nice work, Ethel, in letting her interest be sustained and keeping hands off.

. . . .

> Keith learned to ride a bike today-process is interesting to note. Since school began he has been struggling with a big bike, couldn't be diverted to one his size-finally six weeks later he made the connection himself and today got on a small bike himself.

2. Each individual's own style of learning was respected. In the summer prior to the opening of the school, teachers received training which was designed to increase their awareness of a variety of styles of learning. (Pirofski, 94). The staff was able to identify the following:

a. Scanner- who takes in the total situation with eyes and other senses before he moves in physically to become a part of the situation.

b. Impulsive participator- who bounds into the room and immediately is in the center of activity.

c. Logical, methodical participator- who examines the situation from many different angles and then proposes a solution or course of action.

d. Trial and error participator- who finds solutions by trying out first one way and then another until something works.

e. Adult-oriented learner- who refers all questions to the teacher.

f. Verbal vs. Non-verbal learner.

Just becoming aware of the variety of learning styles and being able to see them in action, gave teachers a respect for a wide range of individuality. Teachers also became aware of a variety of behaviors that children exhibit with each other and in turn affect the learning that takes place. The child who asks for help when it is needed, the aggressive snatcher of toys, the child who gives up easily, the wanderer, the one who seeks attention by being silly or disruptive--these and other kinds of behavior were examined as qualities that affect learning. Teachers sharpened their ability to see what was functioning in the behavior of children and to build on an individual's style in such ways that learning was maximized.

> Yesterday Ethel and Bill organized our first interest groups. Today, first thing we were trying to have these groups meet for the first time. Darrell and Tony were to be in a reading group together. Darrell (much to my surprise) took to early morning reading very well. Although he didn't listen much he did listen to a story which he could guide and so this we did. He wanted to read more and more. Tony was reluctant at joining; drifted in temporarily and then left.

. . . .

> There was great response to the art project which was a plaster of paris collage in cottage cheese lids. Many children took part and several made more than one...Malcolm for a rare time enthusiastically met the project and used it as problem solving for balancing pipe cleaners, trying to fit many in in a variety of directions.

. . . .

> Debbie worked with Janet and Eric today with the colored disks. It was interesting to note Janet always alternated colors as she selected them whereas Eric chose the correct number of reds and stacked them and then the yellows. Each repeated his individual style several times.

3. Teachers have individualistic styles of teaching. Teachers were encouraged to know their own strengths and preferences and to use them rather than to attempt to copy someone's style. One teacher who was reserved and temperamentally quiet related to children and parents quite differently than another who was effervescent and an easy talker. Each of these teachers was cherished by the parents and children. If a model for teacher behavior had been set up as the desired end, probably neither teacher would have done very well with relationships since neither could have been herself. Katz suggests that the style of teaching may be a more potent factor in determining effectiveness of teaching than role model. (Katz, 72)

4. Play is an avenue for permanent learning. Unlike many preschool programs, NICE operated on the principle that play is the child's most valuable way of learning. The role of the teacher was an outgrowth of her understanding the behavioral significance of play and accurately reading the cues for curriculum development that children's play furnished. Robert White's theory of efficacy motivation was studied and understood by the staff. (White, 120). The program in NICE was an attempt to implement this theory. An analysis was made of the skills children need to acquire between

the ages of two through five. Materials and equipment were selected that gave children an opportunity to acquire these skills through play. For example, the cuisennaire rods (large nursery school type) were available for children to handle, to manipulate, to perceive built-in relationships. Scales of several types, real cash registers (of an ancient vintage), real stethoscopes, trench shovels, typewriters and a plethora of like equipment stimulated children to learn how to manipulate some of the authentic objects of today's world. It also stimulated active fantasy play which created the necessity for further learning.

> I think you had it set up in a very practical way because you let children just come in and meet each other and play and do the things they were interested in doing and I think that's the more natural way to get children and people to play together and live together, is to just put them in a good setting. (Mother)

. . . .

> ...the only problem Shauna may have is that the schools may not be ready for her. She's a lot farther ahead than some of the other children I've seen around here. I don't know that she's book-learning ahead, but she's got that certain something that kids have when they're allowed to be free. I've seen eight-year-olds come to my house and they're afraid to open their mouths. In the sense that she may hang her head up against the establishment, she may have a problem. (Mother)

. . . .

> We had a day of almost total self-direction and very good direction at that...The girls built a lovely house/fort and proceeded to chase the boys and retreat to their fort the rest of the morning. Much large block play went on-moving the house

> area into the big block structures and then going very deeply into fantasy play-fantasy has been very elaborate and highly detailed with roles played out to the letter. Some of the boys made incline planes and ramps by arranging blocks very creatively and played for a long time with the cars going around ramps and down hills. This continued for at least forty minutes with repairs a big part of the involvement--no adult help needed or asked for. (Teacher)

5. Every child was perceived to be creative. This concept necessitated an avoidance of comparisons. It presented the challenge of having materials varied enough that a wide range of aptitudes, interests and skills could be tapped. It placed problem-solving as an essential ingredient in the program. It forced teachers to individualize instructions since the children's growth rate, attention span, and degree of involvement changed over time. What was a challenge to one child was "old hat" to another and the staff worked diligently to provide the right plan for learning for each one.

> Benita tends to be very much the leader, calling the punches and setting up guidelines. Though Cathy is very verbal she tends not to direct herself well-using language-in her play pattern-thus Benita who could easily be seen as very quiet comes very comfortably in to meet the need. One has to watch very closely when children like Benita are concerned to see the wide spectrum of her involvement-some aspects being very subtle.

. . . .

> We had a great cooperative scene going on today. All but two children participated in a make-believe train ride to the zoo. The activity went on for about twenty minutes with lots of interaction and a great deal of creativity going on.

> Next day the train trip started again with just about everyone participating and the activity was extended to not only going to the zoo but going to the park and feeding animals.
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> . . . .
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> Ethel spent most of the first hour in the housekeeping area as the "daughter" in a very complete bit of drama. Meals were served, the family went visiting and they even celebrated her birthday!
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> . . . .
>
> A friend brought a bucket of small frogs. The children were entranced, observing, feeling, holding. Someone said something about "Mommy Frog". This led to a lively creative play with children hopping, croaking, resting on rocks, sunning themselves, tumbling off rocks.

6. Associations with trustworthy and trusting adults was considered crucial in the development of the nursery school child. The first three or four years of a child's life are vitally important in personality formation. A child's outlook on life and the world, as well as his perception of himself, are largely formed during his first few years. The kinds of adults with whom the child associates intimately during these years is crucial in determining the kind of feelings he has about himself and others. His mother and/or mother surrogates are the most influential people the child will ever encounter. Therefore, working with parents was held to be as vital and essential as working with children. The teaching done in the home was seen as important as the teaching done in the school. Efforts to enhance the mother's role as teacher were extensive.

> ...you'd be surprised how much I've learned, especially where kids are concerned. One day there was a birthday party and I can't remember exactly what happened. They was having trouble with the kids and I handled them so beautiful and was so proud of myself I said, 'now before I didn't know how to do that.' You know I learned from nursery school, watching the other teachers you know and I watched them like when the kids start throwing tantrums how you just talk to them...

Anthropological Orientation

The anthropological aspects of the project were applied in many ways:

1. Recognizing the relevance of the past history of the community. (See Chapter One). The Western Addition had several strands of history that were significant for the project:

    a. It had a recent history of redevelopment that created widespread resentment and hostility especially among the Blacks.

    b. It included the Old Japanese Town whose residents were evacuated during World War II. They had returned to their businesses determined to re-establish themselves and were resentful of the influx of Blacks.

    c. It was a part of the City with higher density of poverty than any other except the Hunter's Point area, yet it also had the highest density of social agencies most of which were functioning with little inter-agency communication.

    d. The people in NICE also had individual histories that were important to know as associations were formed. For example, a sizeable number of the families had recent origins in the deep South or Southwest having been in San Francisco for ten years or less. A number of the families had relationships with the Housing Authority that extended over several moves and a number of crises so that attitudes and expectancies were solidified. The same was true in connection with the public schools. Since nearly all families had school age children and the majority of these attended public schools, their attitudes made a significant difference in the ways in which the project could expect to relate to the public schools.

...I can remember four years ago this lawyer who lives next door to my wife's parents, I really gave him hell because he was talking about living in a ghetto area and wanting to send his children out of that neighborhood because the schools were so poor. My reaction was-how are these schools going to get better unless you sacrifice your children to that school and work to make it better. Now that I'm in that situation, the hell with that, sacrifice my children to this crummy school? Let somebody else, I'm not going to. Let them make the school better and then I'll come in here and go to their school. If the public schools were as good as the NICE school, that would be different, you know but there's no similarity at all.

. . . .

At the meeting with the kindergarten teachers we tended to come over really sounding like experts and like anything less was uncool...It was a confrontation more than anything else...if we have that kind of feeling, then of course nothing is ever going to change in schools, because you don't expect it to...It's just that we really had something good and we don't want to see it go down the drain.

2. Recognizing the relevance of selected current developments in the community.

   a. The Poverty Program was just beginning as NICE began. The Western Addition was one of the five target areas in the City. It in turn was sub-divided into eight community renewal "neighborhoods". Some of these were much more politically active than others. A mighty power struggle was taking place as the project got underway. The nurseries were placed in three of the most active neighborhoods so that indigenous leadership in the Poverty Program could be utilized for the project and so that project staff could learn from the community's struggle for identity.

   b. Some of the community groups were beginning to feel the need for concerted action. The Western Addition Community Organization (WACO) evolved from this feeling. The project established liaison with WACO and kept in close communication throughout its life.

   c. The Black Power movement was beginning to solidify and was demanding a voice in all affairs involving Black people. This placed the project on very shaky ground since it was developed without a "Black voice" as such and it placed value upon integration rather than separatism. The ways in which this fact affected the project are described at various points in this report.

3. Recognizing the validity of small children being taught by members of their own micro-culture. The mother was perceived as the child's most influential teacher. Mothers were placed in a central position in teaching their children. This required helping mothers to understand their teaching roles and helping them to develop the necessary skills to be effective teachers. In addition to the roles of mothers as teachers, one member of the staff of each school represented the Black micro-culture as an indigenous resident of the community.

Sociological Orientation

The sociological underpinnings of the project were considered in its design and implementation as described below.

1. Community support for the project was enlisted prior to a request for funding. The following groups endorsed the project.

United Community Fund of San Francisco
Young Men's Christian Association of San Francisco
Young Women's Christian Association of San Francisco
Housing Authority of the City and County of San Francisco
Mount Zion Hospital and Medical Center, Department of Psychiatry
St. Francis Square Apartments, Inc.
Redevelopment Agency of Western Addition
Economic Opportunity Council

2. Community understanding was developed during the planning year of the project. The co-directors made personal visits to more than forty groups and individuals explaining the purposes of the project and inviting their participation and interest.

The latter part of the planning year an individual was employed to make a depth study of Western Addition organizations. The data collected in this study were invaluable. As a part of the study a photographic documentary of one Black family over a three-month period was developed for the purpose of understanding some of the occurrences in the lives of Black people that are attitude and value producing.

3. The need to understand the functioning of groups was considered vital. To implement this need special training was given staff in its pre and in-service training in understanding group dynamics and the individual's role in groups. A week's live-in sensitivity training was held during the summer prior to the opening of the nursery schools. Sessions were devoted to group dynamic training throughout the life of the project.

Relationships Among Principles

The principles supporting the individualized cross-cultural family model are congruent, complementary, and mutually strengthening. This statement is made because they all stress the values of an open society in which individuals count enough that opportunities are provided for the development of the capacities of each. The principles assume an optimism about man's potential. In the words of Carl Sandburg (109):

> And man the stumbler and finder, goes on,
> Man the dreamer of deep dreams,
> Man the shaper and maker,
> Man the answerer.

Simply, the primary value of NICE was one of caring. Perhaps, the meaning of being human is that of caring for those whom we do not know, who are different from and differ with us, and caring for those who need care. In NICE these were primarily the young, the two-year-olds, and secondarily all those in the project; for, as associations grew, it was discovered that in some ways at some time care was needed by all.

> The teacher made a special effort to make sure that Marcia and Mark got to school every day. Even when I didn't feel like going they would always have someone here to pick them up. That was a little thing that really stood out most.

The learning theory that NICE sought to follow was also an optimistic one in that it placed enormous hope in the individual's ability to respond to a challenging, trusting environment. The project staff functioned on the theory that how a person feels about himself and his ability to perform is crucial to his ability to relate and to achieve in positive terms.

> ...from time to time we've gotten these courses. These courses we've taken through the project has been very helpful and it's even inspired me to be more determined in trying to get a better education for myself as well as for my children. I think that's really been the greatest thing to happen to me, start off on small things and it's just opened up a whole lot of new avenues.

> I have to say that when I first got into our class I figured the only person that I was going to learn anything from was the teacher, which didn't turn out to be the case at all. I found out that there was an awful lot of things that I could learn from the people sitting around the table.

People were seen as individuals - throbbing with great idiosyncratic ways of behaving - that were cherished and were utilized in developing a varied and rich fabric in the project.

> ...I learned a lot about children from our teachers. I learned a lot from my son. He's gotten to the point where he'll say something outspoken, you know, but it'll have a meaning, where I might have spanked him for it before, saying something, getting smart with me, but then things that he say takes on a different meaning now.

The project was concerned with past and present relationships and feelings that had developed, traditions that were taken for granted, attitudes that were pervasive and solidified. These were recognized and were of concern to the project. The design of the demonstration project was a holistic one - too ambitious to be researched with precision - yet deemed necessary if the model was to be conceived with integrity.

> I think that being part of NICE has affected me more in my relationship between me and my own kids, my attitudes mainly and my attitude was quite different before I became a part of NICE. I really appreciate going through the changes because we would have messed up our kids if I had kept on with the program I had going; but it's helped me in the fact that I've changed my mode of thinking.

The principles endorsed and encouraged communications among all participants without the necessity of relying upon status or role as an excuse for achieving ends. At times and with some individuals it was difficult to function in this manner, but the goal being sought was open, free communication without the necessity for competitive or "cutting down" procedures.

> ...I was just remembering how kind the people were, you know, and how at ease they were with each other. There wasn't any, didn't seem like there was any airs, you know-like I have to be nice because your kids go to school with mine. Just everywhere everyone's being their own self, you know.

The design of the project provided time for communication to take place. Two of the three teachers in each school were employed full-time although the children only attended from 9:00-12:00 a.m. This gave teachers time to use the telephone, to call on families, to accept invitations to drop-in for a cup of coffee, or to help in time of crises. It also encouraged the members of each school staff to spend much time talking with each other about the way the program was going. Parents found an incentive to talk with each other and increased their abilities and desires to communicate.

> It has made me more outgoing, more aware of my children, understanding their problems more. I've just come out a lot since I've been in the NICE program, I used to be shy and I'm not now, you know I can talk to the parents, hold a conversation. Before I would be like on the outside, looking in, when we first began.

Associating in joyful and productive ways was one of the major goals of NICE. The associations were interlaced with caring relationships, with helping motivations, with a focus on learning from each other and with communicating in healthy give-and-take. The model gave extensive opportunity for all this to happen.

> I got more than Sharon has from that program... I enjoy every day after Sharon goes to that school... I can hear something new before I send her to nursery school I just stay home...it was a cage, but now I go out and meet people.

. . . .

> I am much more sure of things that I used to feel were right but then got uncertain of when there were different kinds of people around. I really no longer feel like that. I feel very positive about the way we want the kids to grow up and the fact that there are other people around who don't share the same kinds of feelings, doesn't bother me the way it used to.

. . . .

> I came closer together with different kinds of parents...Now it's helpful to me that I had this practice because where I live now there are all different kinds of people and I know how to get along.

Summary

The model presented herein is in many ways a no-model in that it was designed to be uniquely relevant to the community in which the project took place.

It was a model or plan designed to stimulate all participants-families and staff-to work together in shoulder-to-shoulder relationships to enrich living for themselves and others. In this sense it is an interaction model. The techniques used were designed to cement people together. The extent to which the plan succeeded will have to be assessed by each reader as he peruses the remainder of this report.

Chapter Three

REVIEW OF RESEARCH IN PRESCHOOL INTERVENTION PROGRAMS

This project began the same year as the Economic Opportunity Act was passed (1965). The background studies that preceeded the War on Poverty as well as the research that has resulted from Project Head Start during the past several years have been most helpful to the staff throughout the project. Although the materials produced during the past decade are massive, the research review included in this chapter is a selective one. They include studies in the areas of: (1) The urban poor; (2) Civil rights struggle; (3) Family involvement in educational processes; (4) Cross-cultural education; (5) Crisis intervention.

The Urban Poor

Making known the plight of children and families in ghetto America burst a cherished myth of many Americans who were educated to believe America is the land of opportunity. As the facts became known (Harrington, 54; Duhl, 37; Raab, 96; Lewis, 80) in the early sixties, social and political leaders were activated to propose changes in society that would alleviate the misery so prevalent in urban America. (While the misery was not limited to urban life, it was more prevalent there.) Educators, too, had long tried to focus attention on the state of education in America.

For many years downtrodden teachers in ghetto schools had been valiantly trying to be heard as they proclaimed the hopelessness of the tasks they were given to do. Some educators began to write of the necessity to examine the structure and fabric of urban life if education was to have meaning for the urban poor (Conant, 30; Havighurst, 55; Taba, 116; Trager, 117).

At the same time that the quality of American life was being examined in a critical light, attention was being focused on the importance of the early years in learning. Educators were discovering that high school dropouts really were dropouts in kindergarten, that a dropout could be psychological as well as an actual removal from the classroom. This insight coupled with the knowledge of the vast flexibility of the brain in the early years of life (Guilford, 52; Bloom, 10; Hunt, 65; Bruner, 15) and the functioning of self-esteem in intelligence (Coopersmith, 31; Rosenthal and Jacobson, 105) demanded that the country face the fact that its greatest resources--very young children--were being wantonly wasted, irreparably damaged.

From many sources then there emerged a powerful realization that society was being seriously undermined and weakened by the neglect of the country's poor, that the major incidence of this social ill was in the cities and that the young children because of their potential for learning were the ones for whom there was the greatest hope.

Out of this realization came the Economic Opportunity Act in 1965 with one of its major components being Project Head Start--a program, at that time, for four-year-olds--to give them a head start in kindergarten.

Civil Rights Struggle

One of the most significant facets of the societal struggle that the country is experiencing is the struggle minority groups are making to become identified as micro-cultures having equal dignity and equal rights in all phases of life; i.e., education, employment, recreation, housing, mobility, and communication. The guilt of the United States was documented about a generation ago (Myrdal, 86). Nothing much changed as a result of this study. The Supreme Court decision declaring segregation illegal in 1954 began a struggle that is still unresolved as of this writing. The most pertinent studies in this area for the NICE project were Jahoda's discussion of prejudice (Jahoda, 68); Clark's and Bettelheim's insights (Clark, 25; Bettelheim 7) and the many excellent background descriptions that are available (Pettigrew, 92; Brown, 13; Silberman, 114; Cleaver, 26; Grier and Cobbs, 51). The report of the Commission on Civil Disorders, (Kerner, 74) specifically charges educators to work with parents in achieving the goals of minority groups.

Family Involvement in Educational Processes

Since the days of the depression schooling had been moving steadily in the direction of bigness, impersonality, and uniformity. After Sputnik the spotlight focused on the failures of schools, especially in the ghetto. Thoughtful scholars began to examine the role of the family as a mediator for learning. Family composition, stability, size, style of living, values, space available were some of the factors studied in an effort to determine critical aspects of family life that influence learning. (Freeberg and Payne, 46; Hess, 59, 60, 61; Kagan, Moss, and Sigel 71; Delliquadri, 32).

The home environment as a mediator in learning has been studied more recently. Efforts have been made to help mothers become more efficient teachers of their children. A rash of books has hit the market which are designed to show parents exactly what to do to improve their children's performance in school; i.e., Give Your Child a Superior Mind (Englemann, 42); How to Teach Your Baby to Read (Doman, 36). In addition, there have been waves of parental indignation expressed toward schools in which some children obviously are doomed to failure at an early age. More and more parents want specifics for teaching their children how to learn. The rewards to the parents who belong to cooperative nursery schools publicize the fact that parents can be trained to be aware of the countless teachable moments they encounter in the years before school.

One direction taken in helping mothers become better teachers is that of bringing some teaching materials into the home for mother to use with her children. (Gordon, 49; Gray, 50; Weikart, 118).

Work done on animals as well as with children from deprived environments has underlined the assumption that "the formation of cognitive and intellectual skills can reasonably be conceived of as developmental in nature and modifiable by variation in the environment." (Freeberg and Payne, 46).

Cross-cultural Education

As NICE began there was little attention being given to cross-cultural experiences for children in an educational setting. National attention was on Head Start which is to a large degree a segregated program. It is almost completely segregated by an economic criteria and frequently results in segregation racially. After having had five years of experience with Head Start, some attention is now being given to cross-cultural populations. The recent White House Conference on Children, December 1970, listed cross-cultural educational opportunity as one of its top priorities for the coming decade (Report on Preschool Education, 103; Lane, 77). Head Start experience indicates Head Start children entering schools with a cross-cultural population are able to keep their advantage over non-Head Starters whereas those who entered slum schools did not (Hyman and Kliman, 67).

Crisis Intervention

Some inner city families often seem helpless when judged by the norms of fully participating members of our society. Their lives have been so frought with economic deprivation, unemployment, illness, and family disorganization that they have become either apathetic or have adopted life styles which perpetuated those aspects now seen as detrimental to their escape from poverty (Lewis, 80; Chilman, 21; Wortis, 123; Reissman, 99; Herzog, 56).

During the sixties social work intervention in the lives of the disorganized and alienated has changed radically toward a focus on the concrete and immediate (Chilman, 22; Schlesinger, 110; Purcell, 95). The tendency of many multi-problem families to "swing helplessly" from crisis to crisis demands not only a focus on the immediate situation but also a firm competency on the part of the worker to join with the client to resolve the current crisis and to take steps to prevent the next one. Whereas many of these people had been treated like children, the new direction was to show that change was feasible by giving a taste of success.

Perhaps the key was the understanding that because these adults had had deprived childhoods themselves, they still needed nurturing as adults and parents. This required small successful steps, recognition of unmet psychological needs, "desperation sharing," ready availability of staff. To do this, the family case worker working with poor inner-city families had to collaborate more effectively with other agencies, plus key neighborhood leaders and the community as a whole (Reissman, 99; Chilman, 21). They had to serve as advocates for the people as well as teachers. (Panter, 90). As the social workers spoke for the poor, they also showed them what things to do in one, two, three order which could help them experience success instead of failure, enlarge their capacities to deal with problems, and give them courage to deal with more difficult situations.

The remainder of this chapter reviews briefly the results of some of the major studies that have been carried on with young children.

Data From Project Head Start

A number of problems exist in attempting to assess the significance of the research findings and to extrapolate the meaning of these findings for continued research. Preschool interventions vary from an eight-week summer Head Start program to a full-year intervention. The variables of teacher effectiveness, parental involvement, and school experiences after Head Start have received little attention in the reporting of results. Special characteristics of the populations and environmental factors have not been included consistently in the research findings. The measures used to test gains are too often those that have been "standardized and validated using either a representative group of the total population, or only white subjects -- the Stanford Binet, the Illinois Test of Psycholinguistic Abilities and the Peabody Picture Vocabulary Test." (Report on Ed. Res., 100).

Impact of Head Start

Evidence seems quite consistent that Head Start does have an immediate impact upon participants. This impact seems apparent in all areas of development that have been studied. Summer Head Start had some positive results in intelligence measures. (Eisenberg, 41; Berlin, 6; Horowitz and Rosenfeld, 63; Pierce-Jones, 93). Full-year Head Start programs in some cases have resulted in children achieving the national average on the Stanford Binet. (Alexander, 1; Faust, 43). In other words these children performed at a level of middle-income children. Head Start produces apparent changes in attitudes, motivation and social behavior as measured by teacher ratings. Head Start children seem to have more interest in new things (Harding, 53); more zest for learning (Beller, 5); greater task orientation (Horowitz and Rosenfeld, 63; Ozer, 87).

Permanence of Head Start Impact

The evidence is inconclusive and often contradictory concerning the permanence of the initial advantage that Head Start children seem to have when they enter kindergarten, first-grade, or second-grade.

The most comprehensive follow-up of Head Start children, the Westinghouse Report (Cicirelli, 24), was devastating in its report of what has happened to children enrolled in Head Start. Admittedly many fallacies existed in the report. One of the more serious is the question of the representativeness of the sample (Smith, 115), the omission of analyzing the effects of the public school programs which Head Start Children entered (Cicirelli, 24), and treating all Head Start Centers as homogeneous, (Zigler, 124). The basic question of the study was "To what extent are the children now in the first, second, and third grades, who attended Head Start programs, different in their intellectual and social-personal development from comparable children who did not attend? (Cicirelli, 24). The findings were to the effect that even full-year programs had little lasting results in any of the areas studied.

Test by test results were as follows: On the ITPA, Head Start children did not score significantly higher than non-Head Start children in any of the three grade levels. On the MRT, Head Start children who were beginning grade one were superior by a small but statistically significant margin. On the SAT, Head Start children did not score significantly higher than non-Head Start children at grade two. On the CSCI, CIB and CARI, Head Start children did not score significantly higher than non-Head Start children at any of the three grade levels. (Cicirelli, 24).

The effective results obtained were in the cognitive domain, but these gains were slight and comparable follow-up on the entire sample for three grades was impossible because of lack of data.

Based on teacher judgment, Head Start children seem to maintain their initial gain in the social and affective domains. (Hess, 59; Krider and Petsche, 76; Holmes and Holmes, 62). The number of studies that have been made, however, are few and the social qualities studied vary from study to study. These findings differ sharply from those of the Westinghouse Report. Follow-up studies in the cognitive area show that the trend seems to be that Head Start children tend "to level off to a plateau which allows other children to catch up to them." (Hess, 59; Wolff and Stein, 122; Eisenberg, 40; Pierce-Jones, 93).

Beller found that "children who had a full year of Head Start received better grades in arithmetic, reading, and writing at the end of the first report session in second grade than children who entered first grade with no preschool experience." (Beller, 6).

In summary, based on the relatively few and diverse follow-up studies, Head Start children seem to become less differentiated from non-Head Start children the longer they remain in school. As stated earlier the results are diluted by the severe methodological, conceptual and interpretational difficulties associated with carrying on research in a complex, multi-dimensional program such as Head Start

Data from Sources Other Than Head Start

From the many preschool programs that have had limited follow-up, the ones having the longest time span in the follow-up have been selected for review.

DARCEE

The DARCEE program is very complex and has had variations introduced into the program as it has evolved. The original program dealt with a sample of below poverty level families, all of whom had children born in 1958. The original sample was divided into four groups with 20 children in each group. A variety of approaches were used with the children. Four were emphasized in the program.

(1) Children were reinforced immediately for desired behavior.
(2) A large amount of verbal interaction characterized the program.
(3) Adults served as identification models.
(4) Individualized instruction was made possible by a teacher-child ratio of one to four or five.

As in many of the Head Start programs, the IQ scores as measured by the Stanford Binet rose markedly while the children were in the program and dropped each year reported in the follow-up. For instance, the scores of two groups are as follows:

	May '62 Pre-test	Aug. '62	Aug. '63	Aug. '65	Aug. '66
T1	87.6	102		98.1	91.2
T2	92.5	92.5	97.5		96

Since the groups were not matched, comparable data are lacking. The authors state that the program has had a positive effect upon the performance of the children through their second year of public schooling. In the second year children lost the advantage gained on the ITPA. Between a third and a half of the scores on achievement tests were significantly higher (Parker, 91). "All target children who attended classes made impressive gains in motivation and skills, but whether these gains can be maintained in regular school remains to be seen."

Institute for Developmental Studies

Martin Deutsch at the Institute for Developmental Studies has been involved in programs for disadvantaged preschool children since 1962. Three assumptions underlie the model.

(1) Direct emphasis upon cognition is needed by low income preschoolers.
(2) There must be a carefully planned match between the deficit and the remedial measure.
(3) Language deficits are motivational as well as cognitive. Therefore, remedies must help the child want to do well in school.

Continuous and specific feed-back between teacher and child and among staff members characterize the program. This feed-back results in an evolving program with continuing changes in interventions.

Some of the techniques used are listening centers, language masters, telephone use, language lotto, and quiet work time.

Follow-up data that has been analyzed and is available for publication goes through first grade. The experimental population who volunteer for the program and who enter at the pre-kindergarten level are children attending public schools. The control population are children who attend the same public schools, but do not have the pre-kindergarten program. On the Stanford Binet and PPVT experimental and control groups were equivalent at pretest. At the end of pre-kindergarten the experimental groups tested significantly higher than the control groups on both tests. This gain was held through the first grade. The mean Stanford Binet IQ score of the experimental group placed them at the same average level as all children of that age. (Review of Research, 88).

University of Hawaii Preschool Language Curriculum

The University of Hawaii Research Center is one of the recipients of funds from the Research and Evaluation Office, Project Head Start. The University of Hawaii Preschool Language Curriculum (UHPLC) was designed "to attack the linguistic and cognitive deficiencies of children in Head Start classes on Oahu." Since its inception the program has been field-tested on a number of populations. At present it is being field-tested on a Puerto Rican sample in New York City.

The program is modeled after the Bereiter and Engelmann language program, supplemented by language-strengthening activities and physical activities. Initial results from the Oahu Head Start children were disappointing with no significant differences revealed between UHPLC groups and regular Head Start groups on the ITPA and PPVT (Parker, 91). These results caused a revision of the program with emphasis being placed now on a parent education program. This decision was based on the assumption that parents' teaching styles influence the child's cognitive development.

Bereiter and Engelmann

The Bereiter Engelmann program reported herein involves 15 culturally deprived four-year-olds who were given a program of direct-instruction in language, arithmetic, reading and other activities. The ITPA and Stanford Binet were given pre and post. The ITPA scores rose from one to one and one-half years below average to approximately average scores. The mean Stanford Binet rose from the low 90's to slightly over 100. The group had an average of mid-first grade level in reading and mid-second grade level in arithmetic by the end of kindergarten. "The scores on tests having clearly identifiable content reflected the amount of emphasis given to that content." (Parker, 91).

Ypsilanti Preschool Program

The Ypsilanti Perry Preschool program is a permissive but teacher structured one, designed to guide children toward increased cognitive development. The population is black, culturally deprived and emphasis is placed on verbal stimulation and interaction, dramatic play and field trips (rather than on social behavior and traditional concerns of nursery schools.) A technique labeled "verbal bombardment" is used by which teachers steadily question and comment in order to draw the child's attention to aspects of his environment. Weikart feels that nursery schools must demonstrate that they can affect intellectual growth, academic achievement and school behavior so that effects are observable several years later. The evaluative instruments used are the Stanford Binet, the Leiter Intellectual Performance Scale, the Peabody Picture Vocabulary Test, the Illinois Test of Psycholinguistic Abilities and Parental Attitude Research Instrument.

At the end of one year of preschool the experimental group had gained 12.7 IQ points on the Stanford Binet, while the control group without preschool gained 7.21 IQ points. By the end of kindergarten and first grade the experimental group lost and the control group gained but not with statistical significance. By the end of second grade both groups were identical in IQ scores but the E group showed highly significant achievement superiority. Although the program has not greatly changed the measured intellectual level, the Director feels it may provide the foundation necessary to produce academic achievement which will make them better able to utilize the general ability they have in a school setting. Weikart's conclusion that one year is not enough is only part of the problem. The impact seems to be increasing each year although the test differences have seldom been statistically significant. (Weikart, 119).

New Nursery School (Glen Nimmicht)

The New Nursery School's program is an eclectic one, using concepts developed by Maria Montessori, Martin Deutsch, and Omar K. Moore. "The program is based on the notion that children like to learn and will learn, if given freedom and sensitive guidance within a properly equipped environment." (Parker, 91).

The results are reported as encouraging with considerable case study material supporting test data. On three and four-year-old environmentally deprived Spanish surnamed children the test data were:

(1) The Brown - IDS Self Concept Test revealed that the children who attended NNS had fewer negative responses than a comparable group.

(2) The NNS children when tested on the Metropolitan Reading Readiness Test obtained mean scores at the 70th percentile while a comparable group had mean scores at the 30th percentile.

(3) When Caldwell's Preschool Inventory was administered to the NNHS children the results showed that the four-year-old children who were completing their second year at school (NNS 4-2's) scored better than four-year-olds who were completing their first year at the school (NNS 4-1's) and the 4-1's scored better than the three-year-olds (NNS 3's). The NNS mean total score on the test was at the 5 percentile (norms based upon children in Head Start programs). (Parker, 91).

Evaluative Statements from Leaders in Early Childhood Education Relative to Methods Used

The disappointing results in permanence of learning have caused thoughtful scholars to reconsider the goals of major intervention and the methods used to achieve goals. This section of the background attempts to summarize some of the current thinking relevant to research in early childhood education.

Jensen's (70) articles have created criticism and debate about the issue of a genetic basis for "differential levels of intellectual functioning in different racial groups." Bloom in responding to Jensen's statement indicates that perhaps compensatory programs have used the wrong measures. He says: "Compensatory education should be judged in terms of its effects on the students' interests, attitudes, and achievement, not in terms of IQ gains...It is only as we systematically appraise the results, change our procedures accordingly, and learn from both failure and success, that we can improve our efforts to help our students." (Bloom, 9).

Bronfenbrenner in testifying before the House Committee on Education and Labor cautions against trusting results from "packaged programs." His testimony included these statements:

> The outcome of any intervention program depends not only on what is done in the program, but who the children are in the first place--their level of development and motivation, the families and neighborhoods from which they come, the bases of recruitment and selection, and a host

of other factors affecting the capacity of the child, and his parents, to respond to the program. Unless such sample characteristics are held constant, the success of a particular 'package' can be substantially determined not by its contents but by the character of the sample.

Even more serious is the danger that this competitive element will lead the investigators to concentrate their efforts, often quite unconsciously, on those aspects of the child's performance which are most easily measured with existing tools and most likely to demonstrate immediate progress, rather than on those which are most important for his total long-range development...

From a scientific point of view, the most serious limitation on the 'brand name' approach is its focus on product rather than process. What we need to know is not that some programs, taken as a whole, are more effective than others, but what specific procedures, in any program, are likely to have what specific effects on children with what specific characteristics. (Bronfenbrenner,12)

Zigler in an address to the annual meeting of the Day Care and Child Development Council of America, Inc., pinpoints the problems resulting from trying to apply current research findings to social problems. He criticized many researchers for trying to find quick, easy answers and concluded: 'It is a hard, long, involved task to affect the intellectual development of children...What we are interested in is not intelligence, but social competence. And much of social competence is motivational. Such motivational and emotional factors, although frequently overlooked, can dramatically affect IQ testing.' (Zigler 124)

One problem in research as it exists today is succinctly stated by Brown: 'We have been spending a great deal of money on solutions which have little relation to the causes. Nobody knows why certain children are not profiting from the educational programs.' (Brown, 14). The New York State Board of Regents state: 'much of the effort seems to have been directed toward raising intelligence scores (thus by inference increasing capacity). A more appropriate approach would seem to include both measures of specific gain and more general measures designed to measure specific generalization effects.'

The 1969 Annual Report of Carnegie Corporation of New York indicates two important problems in current research: 'Another extremely important gap in the field is the relative absence of longitudinal research, research that follows a child's development over several years to assess the impact - or lack of it - of different early educational experiences...The final great issue is what should or must happen to the elementary schools and, by extension, the rest of the educational system when and if early learning programs become common, as it now seems certain they will... The more logical, but infinitely more difficult, goal is to build education from the bottom up...' (Carnegie,19).

Finally, a trend is beginning to emerge that supports cross-cultural associations as a critical variable in success of early childhood programs. As stated earlier some research indicates that Head Start children entering a middle-income school kept their advantage over non-Head Starters, whereas those who attended a slum school did not.

The Coleman Report showed that the strongest factor in children's performance at school was the resources brought to the school by other children. This factor was stronger than the quality of teachers in the school. 'In effect, it means that if a child is going to school with other children who are performing at a high level, he himself will do better than if he is going to a school with other children who are performing at a low level.' (Coleman, 27).

In testimony before the House Select Subcommittee on Education, George D. Fischer, President of NEA, urged that funds be made available to encourage the 'enrollment of children from families other than those economically deprived...' (Report on Preschool Education, 101).

Summary

Almost all of the current preschool interventions are partial approaches to very complex and deep-seated problems. Interventions cannot be successfully applied without a comprehensive and accurate understanding of the culture which is receiving the intervention.

This has been lacking in many programs. In many of the programs families have not received any attention. In some programs, the teachers are imported and set down in the micro-culture with only superficial orientation. One major criticism of intervention programs is that they have had the wrong goals and used inappropriate instruments to measure those goals. An undue emphasis has been placed on increasing IQ points without consideration for other growths that are necessary to function competently in a technological society.

Project Head Start is the program most similar to NICE. Several differences are noteworthy:

1. NICE was cross-cultural. Head Start is segregated.
2. NICE had a more comprehensive program for parental involvement than does Head Start.
3. NICE was a local program and therefore had more flexibility than is possible in Head Start.
4. NICE began with two-year-olds whereas Head Start usually does not have children younger than three. NICE included siblings and other family members. Head Start does not.
5. NICE was a longitudinal study through a three year time span. Head Start children generally are in that program only one year.

Chapter Four

DESCRIPTION OF THE SAMPLE

The families, comprising the sample in NICE, cut across social, economic, and racial lines; represented intact as well as single parent families, families dwelling in Public Housing as well as those who own their own apartments in a cooperative apartment development. Thus a wide range of family life styles were represented.

Selection Procedures

The selected sample met the following criteria:

1. Approximately one-third were middle-income families dwelling in St. Francis Square, a four-year-old middle-income cooperatively owned housing development
2. Approximately one-third were living in Public Housing
3. Approximately one-third were living in individual dwellings in the area or having close ties to the area. These were designated as "Random" dwellers
4. Each family had a child whose birthday fell between April 1964 and October 1964

The sample was selected by utilizing these procedures:

1. After the sites of the three nurseries were determined in the early spring of 1966, a door-to-door survey was made of approximately a six-block area surrounding each site. This was con-

sidered to be a reasonable walking distance. The survey was made by a Head Start trainee who lived in Public Housing and who was seen by the residents of the area as being "one of us." The purpose of the survey was to identify the families in the area who had a child whose age qualified him for entrance into the school. The narrow age-range was used in order to be able to keep the children in the nursery school program for three years. The narrow-range limited enormously the number of available families from whom a selection could be made.

The individual making the survey was given a card which requested certain minimum information from the person who opened the door; i.e., name; address; telephone number; number, age, and sex of children; mother's and father's name and occupation; and length of residency at present address. The purpose of the survey was explained briefly and if the individual had a child the right age and expressed interest in the project, she was informed she would hear from the project director.

Approximately eighty blocks of the Western Addition was surveyed in this manner. Four large public housing units are within the area. They were all canvassed door-to-door. One middle-income housing development was canvassed.

In this manner many, many families who did not have children who qualified learned about the project. This first-hand knowledge and understanding of the purposes of the nursery schools proved to be significant assets as the climate of the area became increasingly "separatist" in tone from 1966-1970.

During the process of walking the streets many people heard about the project and called the director to learn about their eligibility. Only three individuals who were contacted and who had children the right age were not interested in hearing more about the project.

The door-to-door survey identified about a hundred families who met the established criteria.

2. The second procedure utilized was to obtain a list of St.Francis Square families who had two-year-old children. (This is the middle-income cooperative apartment segment of the sample.) These families who numbered about thirty were sent a letter explaining the purposes of the nursery schools and inviting their interest.

3. A series of meetings was scheduled for St. Francis Square respondents and for the ones found by the survey. The St. Francis Square parents came to the meetings that were scheduled and eventually all of the parents who actually qualified from the Square were admitted.

4. Most of the individuals identified by the door-to-door survey did not "show" for the meetings that were held. The next procedure

was to ask the surveyor to call each family or return (if they had no telephone) and arrange a time when she could bring the project director to come to the home to discuss the project more fully. This was done and in each case, after discussing the purpose of the project, an application for admission was left, the need for a physical examination for the child and mother was explained, and the family was told there would need to be a tape-recorded interview.

5. As soon as applications were received, families were mailed the necessary forms for the physical examinations and appointments were made for interviews.

The procedures for selecting the sample were arduous. The surveyor often had to make several calls before finding someone at home. Appointments were sometimes forgotten. Telephones were frequently "temporarily out-of-service". The selection procedures for the approximately forty families outside St. Francis Square took the major time of the project director, the surveyor, and one research associate for ten weeks.

Originally the decision was to schedule interviews only after the physical examination had been completed. These were so slow in "coming in" that interviews had to be scheduled assuming that the intent was to enter the school. In a majority of the cases this proved to be a valid assumption.

Description of the Sample

The canvassing procedures yielded 100 families who had children of the appropriate age. Following is a listing of the results of the canvassing and enrollment process.

100	families contacted who had appropriate age children
98	families expressed initial interest in the nursery school program
22	families who expressed interest but did not apply
16	families applied, were interviewed, but did not enroll their child
60	families were enrolled in the nursery schools

The primary consideration for selecting families for inclusion in the study was to insure that in each school there was equal representation of the three cultural milieu represented by the type of residence, i.e. the low-cost Public Housing community, the co-operatively-owned middle-income community, and the individual dwellings which represented a range of affluence. For ease of presentation in this chapter, these communities shall be referred to as Public Housing, St. Francis Square, and Random Housing respectively. Care was also taken to insure an equal selection of male and female children. Due to the racial composition of the area in which the nursery schools were located, it was impossible to obtain equal ratios of children according to race, the area being predominately Black and having few Orientals with young children.

In the assignment of families to the three schools, careful consideration was given to four factors:

1. Distance of the home from the school site
2. The type of residence of the family
3. The sex of the child
4. The race of the child

Child Characteristics

Because two pairs of twins were initially enrolled in the nursery schools, the effective number of children in the study at the inception of the project was sixty-two.

The composition of the initial sample and its distribution among the three nursery schools are presented in Table 1.

TABLE 1

Composition of the initial child sample and its distribution among the three NICE Nursery Schools

	YMCA	CHURCH	WSG	TOTAL
N	21	22	19	62
Sex				
Male	8	12	10	30
Female	13	10	9	32
Race				
Black	13	12	13	38
Caucasian	5	6	4	15
Oriental	0	3	0	3
Mixed	3	1	2	6
Residence				
Public Housing	7	7	6	20
St. Francis Square	8	7	6	21
Random Housing	6	8	7	21

By careful selection, a near perfect composition ratio was obtained in each of the three schools on the variables of sex and type of residence, as shown in Table 1. Race composition paralleled that of the community.

The chronological ages of the children selected for the study all were within the range of twenty-four to thirty months of age at the time of entrance into the nursery schools. The major criterion variable used in the selection of the initial enrollees of the nursery schools was the type of residence of the families.

Further presentations of data in this section will be in terms of the three types of residences represented in the study. Table 2 presents the mean chronological ages of the children for each type of residence and for the total group.

TABLE 2

Mean chronological ages (in months) of initial enrollees for each of the three types of residences

	PUBLIC HOUSING	ST. FRANCIS SQUARE	RANDOM	TOTAL
N	20	21	21	62
Mean	27.6	28.9	26.1	27.6

For further descriptive data on the initial group of children, the reader is referred to Chapter Nine - Analysis of Data where initial status scores are presented for formal instruments used in this study.

Sample Attrition

At the inception of the nursery school operation in September 1966, there were sixty families participating in the project. Because there were two pair of twins in the child sample there was a total of sixty-two nursery school children enrolled in the three nursery school classes. Over the three year period of school operation, there was attrition in the sample as presented in Table 3.

TABLE 3

Attrition of The Family and Child Samples

Over The Three Year Period

	Initial	Final Sample	Attrition
Child Sample	62	43	19 (30.6%)
Family Sample	60	42	18 (30.0%)

At the outset of the project it was anticipated that the attrition rate over the three year period would average approximately fifteen per cent each year. In actuality the rate was considerably lower than expected, averaging approximately ten per cent during each of the three years. A description of the families who left the project during its operation is presented in Table 4. This table indicates that the attrition was approximately equal among the three housing areas with moving from the area being the predominant reason for discontinuing with the project. Table 5 presents the reasons for families leaving the project.

TABLE 4

Composition of the Initial Family Sample and Attrition Rate Over The Three Year Period

	Initial Family Sample		Attrition in Family Sample	
	N	Percent	N	Percent
Total Sample	60	100.0	18	30.0
By Housing Area				
St. Francis Square	21	35.0	6	33.3
Random Housing	21	35.0	7	38.9
Public Housing	18	30.0	5	27.8
By Race				
Caucasian	15	25.0	5	33.3
Black	36	60.0	11	30.5
Oriental	3	5.0	0	0.0
Mixed	6	10.0	2	33.3
By Sex				
Male	29	48.3	9	50.0
Female	31	51.7	9	50.0

TABLE 5

Reasons for family sample loss due to attrition

Reason	Public Housing	Square	Random Housing	Total
Moved from Area	4	3	4	11
Entered Kindergarten		2		2
Dropped	1		2	3
Dissatisfied with School		1	1	2

Table 5 indicates that eleven of the original families enrolled in the project moved from the Western Addition area during the course of the project. These eleven families were equally divided among the three housing areas. Two children entered Kindergarten during the project. When originally enrolled in the project, their parents had agreed to continue their child's enrollment in the nursery school program for the full three year period, but later changed their minds. Of the three families dropped from the program, one family lived too far from the nursery school, making it too inconvenient for the child to attend; one family enrolled their child in an all-day program closer to home; and one family had to find an all-day program because the child's mother became employed.

Family Characteristics

During the course of the three years, as families were dropped from the project, other families were admitted so that the membership was maintained at approximately sixty families throughout the project. The newly admitted families were selected who had the characteristics of the dropped families insofar as possible. Thus, the racial and housing area composition of the family sample remained relatively stable over the three year period.

This report is concerned, for the most part, with the forty-two families who maintained membership in the program over the entire three year period.

Table 6 presents the racial composition of these 42 families by housing area.

TABLE 6

Racial composition of final family sample by housing area

(Families enrolled for the total three year period)

	Public Housing	Square	Random Housing	Total
Race				
Black	15	2	7	24
Caucasian		9	1	10
Oriental		1	2	3
Mixed		2	3	5
Total	15	14	13	42

Table 7 presents the distribution of families in the three housing areas by number of children in the family.

The number of adults living in the home is presented in Table 8 by housing area.

TABLE 7

Number of families by number of children (Including Nursery School children) by type of residence

	Public Housing	Square	Random Housing	Total
No. of children				
1 in family	1	1	4	6
2 in family	7	8	3	18
3 in family	2	3	4	9
4 or more in family	5	2	2	9
Total	15	14	13	42

TABLE 8

Number of adults in home by type of residence

	Public Housing	St.Francis Square	Random	Total
Adults				
One-parent families	7		1	8
One-parent and extended families			1	1
Intact families	8	14	10	32
Intact and extended families			1	1

To provide demographic data on the family sample, ratings were obtained at the initiation of the project for the head of each household on occupational level, income source, educational attainment, and housing type. For each of these variables, a seven point scale (McQuire, 83 ; Raths, 97) was utilized, with a rating of _1_ being assigned to the highest status and a rating of _7_ to the lowest status. The complete definitions of the levels for these four scales are presented in Appendix A.

Tables 9, 10, 11, and 12 present the distribution of the forty-two families, by housing area, for each of these variables.

TABLE 9

Distribution of initial occupational level by housing group

Occupational Level	Public Housing	St. Francis Square	Random	Total
N	15	14	13	42
Level 1		1	2	3
Level 2		5	1	6
Level 3	1	6	3	10
Level 4		1	1	2
Level 5	1	1	1	3
Level 6	5		2	7
Level 7	1		1	2
Welfare	7		2	9

Distribution of level of educational attainment by housing group

EDUCATIONAL ATTAINMENT	PUBLIC HOUSING	ST. FRANCIS SQ.	RANDOM	TOTAL
N	15	14	13	42
Level 1		3	3	6
Level 2		4		4
Level 3	2	2	2	6
Level 4	10	5	7	22
Level 5	3			3
Level 6			1	1
Level 7			1	1

TABLE 11

Distribution of initial income source by housing group

SOURCE OF INCOME	PUBLIC HOUSING	ST. FRANCIS SQ.	RANDOM	TOTAL
N	15	14	13	42
Level 1				0
Level 2				0
Level 3		3	2	5
Level 4	3	11	6	20
Level 5	5		3	8
Level 6			2	2
Level 7	7			7

TABLE 12

Distribution of housing type by housing group

HOUSING TYPE	PUBLIC HOUSING	ST. FRANCIS SQUARE	RANDOM	TOTAL
N	15	14	13	42
Level 1				0
Level 2			1	1
Level 3			1	1
Level 4		14	4	18
Level 5	10		4	14
Level 6	5		2	7
Level 7			1	1

Tables 10, 11 and 12 indicate that, due to the nature of the housing area in which the three samples were located, there were distinct demographic differences among them. As indicated in Table 9, the Public Housing sample had a large proportion of families on welfare or in the lower occupational levels, whereas the majority of the families living in St. Francis Square were in the upper occupational levels. The occupations of the families in Random Housing group were spread equally over the range of occupational levels. In addition, Table 11 indicates that the source of income of the Public Housing sample was of considerable lower status than that of the St. Francis Square sample who were primarily in the yearly salary or commission category. The Random Housing sample were also slightly lower on the scale of Income Source.

Table 10 indicated that the majority of the heads of household in the Public Housing sample had completed high school, with only two families having exceeded that level, whereas half of the St. Francis Square sample had members who were college graduates. The Random Housing sample had families somewhat lower on the Educational Attainment Scale than the St. Francis Square sample.

Table 12 reflects the project's specification of the three housing groups. The complete sample of St. Francis Square families were rated as living in average houses. Two-thirds of the Public Housing families were housed in the "Fair" category; one-third were categorized as living in "Poor" houses. The Random Housing group covered a large range of housing types with the majority being classified as living in "Average" or "Fair" houses.

Summary

The NICE sample was comprised of sixty families having sixty-two children enrolled in the project. These sixty families were distributed equally among the three types of residences existing in the area: Public Housing, St. Francis Square, and Random. The sample was approximately sixty-six per cent Black; nineteen per cent white; approximately five per cent Oriental; and the remaining ten per cent mixed. The children were a mean age of twenty-seven months. The intent was to keep the children and their families in the project for three years. Of the original sixty families, forty-two remained throughout the life of the project. These families represented a spread of occupations, educational attainment and income with approximately fifty per cent falling below the middle point of the scales used to measure the variables.

Chapter Five

DESCRIPTION OF PROJECT SETTING AND OF STAFF

The initial year of NICE was a planning year used to develop the facilities of the proposed nursery schools, select the staff and sample and be ready for operation by September 1, 1966. Chapter Four describes the sample. This chapter will describe the facilities and selection and training of staff.

Determining Sites of Nurseries

Finding sites for three nursery schools in the Western Addition was a time-consuming task. It took six months to locate the sites and then the process of renovating them to meet the code requirements began. Three major factors made site selection most difficult.

The Planning Year coincided with the first year of the "War on Poverty," 1965. In San Francisco the local Economic Opportunity Council decided to spend a major portion of the poverty funds on community organization. The Western Addition was divided into organizational units and intense organizational activity was prevalent.

A continuous power struggle between indigenous leadership and "City Hall" and among various factions of the indigenous leadership characterized the year's activities. For example, the project directors were invited to the Western Addition Economic Opportunity Council to seek support for NICE. That particular evening the meeting was being picketed by a dissident neighborhood group. The Council excused itself after the meeting was called to order and retired upstairs leaving about a hundred people to mill around for two hours while Council members decided whether to "fire" the executive secretary.

The quality of the struggle that was going on impinged upon the selection of sites in that it was difficult to know who had the authority to make decisions relative to granting of space. Furthermore, the nurseries needed the support of the indigenous leadership. Since that leadership changed from week to week, decisions were delayed.

The second factor that impinged upon site selection was that San Francisco is a compact city with little unused space. The health and safety standards established for licensing nursery schools limit the type of structures that may be used. Churches, community centers, recreation areas, public housing, and parks were surveyed and appropriate individuals were interviewed to solicit cooperation. One of the concomitant outcomes of the process of site selection was informing the community power structure of the project, its goals and needs. During this process the project was discussed with the Housing Authority, the YMCA Executive Director, the YWCA Executive Director, the School Committee on Public Education, the San Francisco Unified School District, the League of Women Voters, the Junior League, Council for Civic Unity, Family Service Agency, the Redevelopment Agency, and the ministers of the churches in the area.

The third factor that affected site selection was redevelopment activity in the area. The Western Addition had just completed Phase One of Redevelopment. Residents were resentful and angry about the apparent pushing out of the poor as slum clearance was replaced with luxury high-rise apartments and middle-income dwellings. Phase Two was scheduled to begin just as the repeal of the Rumford Act (a California law guaranteeing open housing) brought into question the legality of continued use of Federal funds. Redevelopment activity was stalemated, but community unrest and hostility were mobilized rapidly and soon became organized into an active voice against Redevelopment plans. An organization representing many interests in the community, known as the Western Addition Community Organization (WACO), became a powerful voice speaking for the interests of keeping the Western Addition for the poor and for the Blacks who are the major ethnic group inhabitating the area. The turbulence associated with the Redevelopment Agency negated the feasibility of using facilities that might have been available from this source.

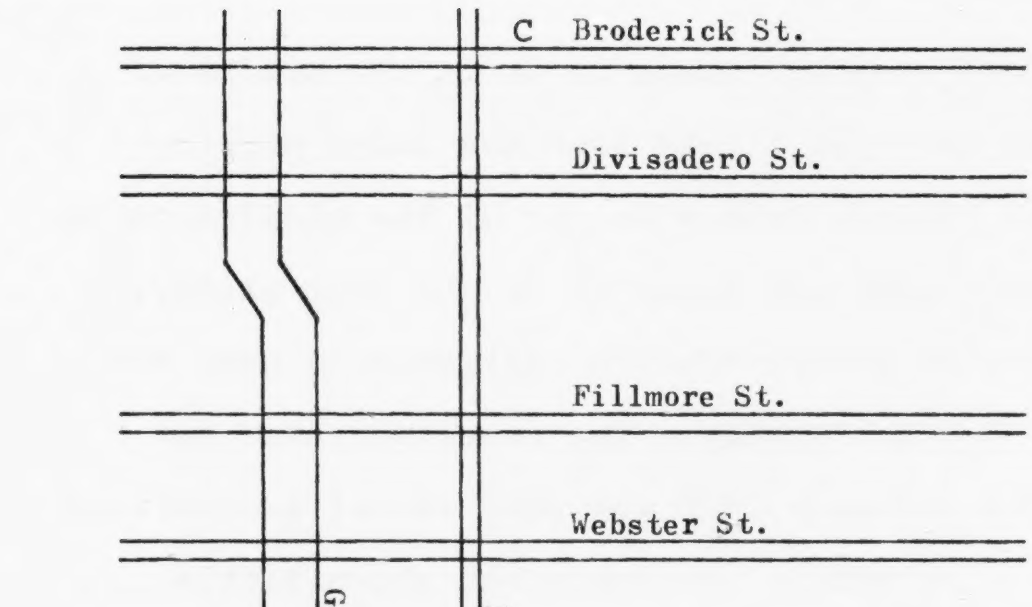
The hope of finding or developing facilities that would lend themselves to becoming a model of indoor and outdoor space for young children and a model of a family center had to be modified as the realities of political unrest, lack of space, and redevelopment uncertainty came into play.

The criteria for selecting sites were:

> To locate the three nurseries close enough so that interaction could exist among them
>
> To locate the nurseries in a politically active part of the Western Addition
>
> To locate the nurseries close enough to both middle-income and Public Housing to make a cross-cultural mix feasible

Since the site at the Buchanan YMCA met all of the criteria and the YMCA had assured space to the project prior to the granting of funds, this site was used as the hub from which other sites were selected. The Christ United Presbyterian Church-only two blocks from the YMCA was selected as the second site. The third site was ten blocks away in the Westside Courts, a public housing unit. This site was too far removed to meet the first criteria but had many other advantages.

(See Diagram on following page)


C
Broderick St.
Divisadero St.
Fillmore St.
Webster St.
Geary Expressway
Post St.
A
Laguna St.
B
Octavia St.
Gough St.
Van Ness Ave.

A **Buchanan YMCA**
B **Church**
C **Westside Courts**

A brief description of each site highlighting its uniqueness follows.

Buchanan YMCA

This site was an ideal location since it is in the middle of St. Francis Square and is only two blocks from two large public housing units. Since St. Francis Square is one of the middle-income cooperatives that replaced slums and since it is the only grassy, flowering area within view of public housing residents, a deep resentment existed between the two groups. The resentment was expressed in many ways. The Buchanan YMCA was used almost exclusively by public housing youth. The Square residents had shown little interest in joining the YMCA or helping its capable director to soften the hostility between the two groups. Locating NICE in this facility offered a tangible challenge to develop cross-cultural associations.

The YMCA facility had to have considerable renovation to make it appropriate as a nursery. A fenced yard was a requisite for licensing. The posts were set for the fence one day and the next morning they were pulled out of the concrete. Public housing parents were sure Square parents were the culprits and vice versa. During the first few months of the nursery this and similar episodes were the subject of much conversation. The "we-they" alignment was universally maintained. By the end of the project much of this attitude among the nursery school parents had disappeared.

One unique feature of the YMCA site was the installation of a small kitchen that was separated by a one-way mirror from the large room serving as the nursery. This kitchen was a potent force in developing communications, at times stimulating heated arguments and hurt feelings, but certainly encouraging a free flow of communication.

> Mrs. Townsend isn't spending all her time in the kitchen anymore like she used to. On the days that she's supposed to be working she does come out onto the floor. On the other days, when she's just there because she wants to be, she spends most of her time in the kitchen. It's a complete social thing to her. She just adores sitting in the kitchen talking to mothers and dispensing advice. This is part of her life-the nursery school. She also likes to feel that she's really helping and doing something that needs to be done.

Another unique feature of the renovation was the development of a play area outdoors that had two levels, thus increasing by one-third available play space. One side of the play yard was formed by the showers of the gymnasium. This area was made into a deck with attractive stairs leading to it.

The YMCA gave NICE exclusive use of the indoor space. This made possible maximum use of the space and of the time and energy of the teachers, since equipment and materials could remain ready for use. The outdoor play space was available to St. Francis Square during those times when the nursery was not in session.

Christ United Presbyterian Church

This site was physically the least desirable of the three. The indoor space was a large room with a stage at one end. Full use of the stage, which was planned, became impossible because the Church needed the space to store folding chairs. The outdoor space consisted of two narrow yards. One of the yards was often too dark and wet to be usable. The other yard became an excellent example of maximizing the use of a long, narrow space that had a variety of outdoor activities. One unique feature of the Church facility was that the site was renovated to make possible an indoor-outdoor program by the installation of a large, sliding glass door.

The church site had the advantage of being perceived as the Japanese Church in the community that was reaching out to include other groups.

As a result, some Japanese families became interested in sending their children to the nursery. It had the disadvantage of having to share the space with the Sunday School and with a group that met mid-week so that every week all equipment had to be put away twice and taken out again. The site was not close to public housing; the distance was not so great, but the hills between the Church and public housing are steep and therefore discouraging. Transportation of families from public housing to the nursery was a continuous problem at this site. Teachers picked up the children, and mothers transported children so that public housing children whose mothers worked could get to school.

Westside Courts

The facilities in Westside Courts were in the basement of a public housing unit. This facility, unlike the other two, was an L-shaped series of three rooms. The space was conducive to an easy flow of activity and encouraged definite areas for interest centers or for individual work. One of the unique features was that all of the pipes serving the housing unit were visible. Rather than having these remain an eyesore, they were incorporated into the design of the rooms and were painted three different colors. Large main building support posts were covered with bulletin board materials and painted the same colors as the pipes---bright red, yellow and blue. These dashes of color gave the site a certain character and brightness that was most inviting. Each child had his own bulletin board since there were enough sides of the posts to go around.

A major advantage of the Westside Courts was that it was in a public housing unit. The residents felt at home there and were able to come and go easily. Many residents of the Courts who did not have children in the nursery came to various community gatherings that were held in these facilities and in which the nursery staff was active. This site became a family center in many respects.

Two disadvantages of this site were that it was at the edge of the community being served and its play yard was down the street almost a block away. Efforts were made to beautify the play yard and make it functional. These efforts failed. The play area had been fenced in prior to NICE occupancy. The older children of Westside Courts felt their ball park had been taken away. When NICE moved in, the gate was left open but a play house that had been constructed in one corner was set afire and eventually destroyed. The play yard had so much broken glass in it that it was difficult to use it. Efforts to enlist the help of residents of the Court in keeping the yard free of broken glass also failed.

> I spend a great many of my afternoon hours out in the play yard listening to the children, listening to them talk with one another, listening to them talk to me. These children at first were children I'd say between three and seven. The reason that I first went out is during our play session in the morning with our regular students we would have children come to the fence, three and four years old, and through the fence they would begin talking to us, three and four years old, these children would say, 'I comin' in there, I gonna come in and break your butt', or perhaps they would say, 'I climbin' up that fence and I'm just perchin' there and they ain't nothin' you gonna do; I gonna fall and break my butt and you're gonna pay all the doctor bills', or perhaps they'd say, 'See that play house? I gonna come in there and I gonna wreck it and you gonna build it back up and I gonna wreck it again and I'm gonna burn it until there ain't no more play house; I'll get you, I'll break your butt'.

Equipping the Facilities

The goals of the project were considered in choosing the equipment and designing the floor plan. One major goal was to encourage the nurseries to become family centers.

Each facility had a crib so that mothers could have some place to put their babies when they came to school, thus encouraging parent involvement. The school was to be a haven.

> She doesn't often say why she's upset but she lets it be known that she is. She will say, 'Well, I just need to sit in the rocker today.' And I remember once before when Mrs. Fielding came in and rocked, she was having some troubles. And now every now and then she comes in the morning and she sits in the rocking chair and rocks. So I wonder if she isn't going through some kind of thing at home now.

Each facility had an area that was designed to interest parents--an easy chair, some recent magazines and parent literature, and a snack area for coffee.

> Mrs. Black came today and stayed the whole morning, although she didn't go into the sewing class. She did go in for a short time, but she really wasn't interested in sewing, and she came in and sat in the kitchen and smoked cigarettes and had coffee and was very talkative whenever anybody came in, and then she discovered the typewriter and sat there and wrote a letter to her husband.

The learning materials were inclusive of the cultures in the schools. Black, Japanese, and Caucasian dolls were designed by residents and included in the schools. Books and records included the three cultures as well as others. The schools were well-equipped with sturdy, life-like materials. An effort was made to include materials that appealed to boys as well as to girls. Cash registers, typewriters, magnets, gadgets, pipes, and carpentry were included. An unfinished playhouse that children worked on continuously was built for each school. The schools were equipped with many materials designed to elicit problem-solving. An effort was made to avoid designing an environment that was so precious--so unreal--that the child and his family did not feel at home in the school. As the children grew older, more complex materials were introduced.

Description of Staff

The staff of the NICE Project consisted of a director, a co-director, a full-time research position which was split between two individuals, one part-time research assistant, a psychiatric social worker, six full-time teachers, and three assistant teachers employed for two-thirds time, and one secretary.

During the first year and a half the directorship was shared by two individuals, one primarily responsible for the development of the nursery school program and the other responsible for community involvement. The latter individual took a sabbatical leave during the spring semester of the second year and resigned from the project upon his return to resume full-time teaching and to fulfill commitments related to his sabbatical research. In the meantime a supplementary grant permitted the employment of a psychiatric social worker who assumed many community responsibilities.

Focus of Staff Description

This staff of fourteen people--nine teachers and five central office--functioned together for three years in a most effective way. Whatever success the project had was due to the dedication of the staff. Since reports like this one usually focus on successes and omit the problems faced by a group of people who work closely together in demanding situations, this description attempts to contribute needed data by highlighting the painful problems faced by staff. The fact that the staff was able to confront these problems with honesty and courage is probably the major reason that parents came to trust the staff enough to be honest with them as they, too, faced daily problems of relating to members of their family and to their neighbors.

Since the chapter focuses on problem areas rather than reflecting the general good-will of members of the staff for each other and their dedication to the goals of the project, it is purposefully out-of-balance in dwelling on problems. This is not to be mistaken by the reader as meaning that the project was overwhelmed with inter-staff conflict. On the contrary it is to the staff's credit that members were willing to explore their personal feelings, their interpersonal differences, their anxieties about the life-styles they were experiencing, and were able to subordinate their own personal crises for the welfare of the project. They lived the project twenty-four hours a day.

> I love NICE with all its quirks and loveable qualities and I have faith in it as a way of life. I care about all of us with all our quirks and loveable qualities.

The first year was spent by the central staff, consisting of the director, co-director, and the three research staff members, in four major tasks.

1. Developing community awareness and involvement in the project
2. Implementing the design of the project by developing research tools, pre-testing them, and making decisions about many specific details
3. Selecting the sample (Described in Chapter Four)
4. Selecting the teaching staff and planning their induction into the project

Selection of Teaching Staff

During the planning year of 1965-1966, the directors searched for candidates for the nine teaching positions. The criteria utilized in making the final selection were:

1. To achieve a diversified staff consisting of a well-qualified head teacher, an assistant teacher, and an indigenous aide
2. To obtain representation of the racial, cultural, and ethnic components of the community
3. To seek integrative teaching personalities as well as the ability to grow on the job. (Anderson,3)
4. To develop a staff having complementary team relationships in terms of styles of teaching, specialized abilities, and talents
5. To have male representation on the staff

The description of the available teaching positions was publicized through placement offices and by word of mouth. The three head teachers were selected first. All three were experienced teachers in the Bay area. All three were Caucasians although efforts were made to obtain a Black head teacher. One of the three had a master's degree in nursery school education. The other two were engaged in a program of training leading to a master's degree.

The three assistant teachers were chosen to meet the criteria of diversity and complementary team relationships as well as the general criteria for all teachers. Two of the original assistant teachers were Black, one was Caucasian. Two were male, one was a woman. One was an experienced nursery school teacher, two had little or no training in teaching young children although both of them had experience in working with school-age children.

The three part-time teachers were selected from the community. From the many possible employees three were chosen who showed potential of working as compatible team members. These three individuals were all female Blacks. They all had young children of their own. Two of them lived in public housing in the Western Addition and were or recently had been on welfare. One had taught for two years in a pre-school sponsored by the Junior League and the San Francisco Unified School District. The other two were inexperienced.

In summary, the original staff consisted of four Caucasians and five Blacks; four experienced nursery school teachers and five inexperienced; seven females and two males. In this group of nine individuals existed talent in many of the activities that children "dig" and from which they learn. One staff member had unusual talent in music, dance, and poetry. Another one was creative in the use of materials (arts and crafts) and also had quite a repertoire of science activities. Several were interested in cooking as an avenue for children's learning. The two men were competent with tools. All of the head teachers had prior experience in working with parents in parent-participation nursery schools.

Changes in Staff

The nine staff members divided into three teams, one for each of the schools. The staffing pattern in the three schools over the three year period is shown in Diagram on page 101.

Of the changes made, three were asked to resign, (Numbers 1,3, 8); two were changed from aide to assistant teacher, (Numbers 3 and 9); one was changed from assistant to head teacher, (Number 2); and two student teachers were employed after they completed their student teaching (Numbers 10 and 13). One teacher resigned because he assumed responsibility for his father's business in another community. (Number 11)

The team in School B remained intact during the life of the project. The other two teams had a number of changes. The head teacher in School A had to be replaced because she was not able to relate to parents in an accepting manner and her family problems prevented her from becoming deeply involved in the project. Her fears about associations with people different from her were communicated. As one mother said, "It's as if she had her white gloves on and didn't want to take them off."

After her resignation the assistant teacher became the head teacher and the aide became the assistant teacher. It was a mistake to place the aide in this position. She later had to be replaced because of her negative effect upon staff, her own head teacher, and some of the parents. Her skepticism and biting wit had prevented an accepting climate from developing up to the time of her replacement.

The assistant teacher in School C appeared to have adopted some of the self-destructive aspects of the counter-culture of San Francisco. Since this aspect of his behavior threatened the status of the project, he was relieved of his position. The remainder of the changes were a result of shifting people into positions of more responsibility.

(See Staff Changes Diagram on following page)

STAFF CHANGES

	1966	1967	1967	1968	1968	1969
	September	January	September	January	September	January
School A						
Head Teacher	Caucasian Female (1)	Black Female (2)				
Assistant Teacher	Black Female (2)	Black Female (3)			Caucasian Male (13)	
Aide	Black Female (3)	Caucasian Female (10)			Caucasian Female (14)	
School B						
Head Teacher	Caucasian Female (4)					
Assistant Teacher	Black Male (5)					
Aide	Black Female (6)					
School C						
Head Teacher	Caucasian Female (7)					
Assistant Teacher	Caucasian Male (8)	Caucasian Male (11)		Black Female (9)		
Aide	Black Female (9)			Caucasian Male 12)		

Pre-Service Training

The original staff of nine teachers, the director and co-director, and the two research associates came together for the first time during the last week of May 1966. Two trainers had been employed to conduct a residential sensitivity-training session at that time. The purpose of the training was to help the group become deeply involved with each other through exploring the feelings of individuals and the group interaction to these feelings.

Sensitivity Training

The training began with two unfortunate incidents. The director had visited the training site during the previous summer, at which time it appeared comfortable. In May, during the week of the training, the facility was cold and damp. Furthermore, it soon became apparent that the mixed group of NICE posed a problem to the management.

Since no assignments nor arrangements had been made for room occupancy, the management assigned all of the female Black members to one room. Although some of the other staff members made attempts to regroup, the Black staff members chose to stay together and the incident was not examined by the group as a whole. Considerable hostility and rejection was introjected into the staff through this event. Other factors also affected the outcome of the sensitivity training.

Expectations of individual members about the sensitivity training varied tremendously, although each had a letter concerning training. One member who had had considerable psychological help stated that she was not going to let anyone "take her apart," that she had spent too much money "being put together." About a third of the staff expected an intensive work session focused on content. The remainder of the staff knew the type of experience that is implied in sensitivity training.

Peripheral influences played a role in the training. The director felt it was necessary to bring her seventeen-month-old son. While she brought the child's caretaker, her concerns were divided between the child's welfare and her professional task.

The co-director who had had an unfortunate prior experience with sensitivity training could not attend the full session. When he did come, his reservations were communicated in such a way as to reinforce those who were resisting the training.

The week of residential "live in" was a part of the proposal. When it should occur, and the degree to which it should focus upon feelings were issues about which the director and co-director felt differently. The director made the decision to have it at the beginning of the staff's tenure for the following reasons:

1. None of the qualified trainers who were recommended were available later in the summer
2. The work load of preparing the sites, interviewing families, deciding on program would become more intensive as the summer progressed, thereby making it difficult to hold training in the late summer

3. Some of the staff had made family vacation plans for the latter part of the summer

4. The selection of the individuals who would constitute a team for each of the three schools would be facilitated by the live-in training

The training itself took the usual course of sensitivity training. The group huddled in a cold room or sought the warming rays of sun and waited for the trainers to lead. Silences were long and painful. Attempts were made to be light and gay. And still the group sat! Little by little individual members became aware of the tortuous distance existing between the words we say and the feelings we are having or are generating. Only one decision was made consciously while in training. The teaching teams for each school did emerge--to the satisfaction of all involved as far as it was possible to tell. (See Chapter Ten for description of process). The lack of decisions and of work content were extremely frustrating to some of the staff.

In spite of mixed and intense reactions many outcomes were apparent. Some were positive and some negative. Being able to identify the negative outcomes at the beginning of the life of the project was helpful in the decision-making processes of the coming months. As the director[1] saw and interpreted the experience, based on casual comments and tape recordings of the sessions, the following important perceptions emerged during the training:

1. One person identified himself as being unable to respect the integrity of the project. He behaved in ways that could have placed the project in jeopardy.

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[1] The perceptions of other individuals would undoubtedly be somewhat different.

2. One person revealed herself as having so much hate toward people with whom she had formerly worked that some members of the staff began to question the desirability of working with her.

3. One person emerged as having considerable fear of Black people covered by a facade of acceptance.

4. One person emerged as being competitive with the director and to a lesser degree with staff members.

5. The director was perceived as a person committed to sharing leadership but vague about the manner in which this could be accomplished.

6. Individuals and group friendships were begun that were strengthened throughout the project.

7. The experiences served as a common referent point for many jokes and mutually-shared feelings throughout the project. For example, jello which was served every meal except breakfast, came to have a special meaning to NICE staff.

8. The characteristic group roles of individual staff members were identified during the intensive sessions of the week. For example, one was identified as the silent member; another as relying on authority; another as a synthesizer; another as an elaborator; another as an encourager and facilitator.

9. Mutual respect and caring were developed in large measure. These qualities built a foundation for the growth of an exceptionally hard working, committed, courageous staff.

The sensitivity training was unique in that the group expected to be deeply involved during the next three years in a demanding and challenging task. This fact may have functioned as an unconscious threat in that the premium for revealing oneself was inordinately high. The possibility of disappointment was thus increased. In spite of this set of circumstances, a spirit of cohesiveness and comraderie characterized the ending of the training session and the staff left ready to engage enthusiastically in the summer's work.

During the first year the sensitivity training was referred to often, both seriously and in jest. The intenseness of the experience served as a binding force until it was replaced by the bonds that gradually developed as the group met the challenges of the project. As one staff person put it, "There was something kicked off in sensitivity training that allowed us to go on talking about our differences and what they meant to the project." Many of the staff have reflected that the processes used in the sensitivity training are still functioning in their lives.

Summer Pre-Service

June and July were utilized in pre-service training in the mornings and work at the school sites in the afternoons. The work sessions were considered as valid a part of pre-service training as the more didactic morning sessions. The morning sessions of the summer training included:

1. An extensive study of the proposal with the implementation that had already taken place. Thus Erikson's concepts were explored and the Behavior Rating Scale (81) was studied. Teachers were briefed on its use. The development of the California Pre-School Social Competency Scale was described and teachers were taught how to use this scale (79). The same was true for the Peabody Picture Vocabulary Test (38).

2. The staff was briefed on research from other projects that were taking place; i.e., "Early Training Project" (Gray,50); "Early Blocks to Children's

Learning"(Hess,60); "Perry Preschool Project" (Weikart,118); and "Enrichment Program for Disadvantaged Children" (Deutsch, 34, 35).

3. The staff was oriented to the community by reading materials about the Western Addition, being briefed on social agency structures and services, and interviewing a number of people from the community. The more significant orientation was what the co-director termed a "living-in" process. This consisted of walking in the community, eating in its restaurants, talking to the people, dropping in the stores to observe, and working in the school sites. As work went on in the sites, the staffs became visable to the community and many people stopped to visit and to ask questions. This communication was encouraged. Doors were left open and staff made themselves available to talk. A teacher accompanied the researcher on each intake interview so that all teachers had the opportunity to have an intimate glimpse into a variety of homes in the community. The schedule which the teacher-observer completed after each interview necessitated careful observations of homes as well as mother-child interaction.

4. Individuals were brought to the staff who had a distinct contribution to make.

    a. Florence Pirofski, graduate student at Stanford University, discussed ego, and coping mechanisms and observational clues.

    b. Lilian Katz, another graduate student at Stanford University who was studying language development, presented her findings from which the Language Description Scale emerged.

5. The basic philosophical, psychological, anthropological, and sociological principles underlying the project were examined in depth.

    a. Unconditional acceptance of parents and children (Rogers, 104). The meaning of unconditional acceptance of parents created some problems for staff. To some it meant "anything goes." Others fell back on the cliche, "I don't like what you are doing, but I like you." Through discussion staff arrived at a meaning of "accepting you as you are now, yet believing you have the potential within you to continue to develop understanding and skill in the direction you choose." The staff had to learn to differentiate between acceptance and approval. Parents who always came late, who failed to pick up their children on time, who sent their children when ill, who didn't keep their children clean or well-fed needed to feel accepted before they were open to change. The communication of an attitude of acceptance required self-awareness and flexibility of staff members.

b. Mother as the child's most significant teacher. (See Parent Training Program, Chapter Seven).

c. Individualization as it applies to relationships, program, curriculum, and staff (See Chapter Six).

The afternoons were spent primarily in the school sites. Each team had a budget of $2200 to spend for outdoor and indoor equipment and material. Suggestions were made in the pre-service training to use some second-hand material, to develop cross-cultural materials, and to consider the $2200 for the basic equipment and materials needed for three years. With these quide lines, the three teams were autonomous in selecting equipment, designing the use of space, and planning classroom decor. While there was much conferring between teams any many materials were selected by mutual consent of the three teams, each school evolved with a personality distinct from the other schools. In one school for instance, the basement quarters revealed all of the pipes. These were painted the primary colors and huge posts were painted similarly. The result was pleasing and gave the staff great satisfaction due to the frequent comments of visitors as well as giving the children another stimulus for learning colors. The artistic expression of this head teacher and her staff was evident throughout the life of the project.

In summary the pre-service training consisted of a week's sensitivity training and two months of full-time, intensive preparation for the opening of the schools. Following these two months, the staff had a month of time without assigned responsibilities to permit the plans and ideas that had been discussed to develop. This month of growing time resulted in some new plans and the maturation of those already made. The work on the sites was still unfinished so that staff had an opportunity to continue to feed ideas into evolving facilities. The concept for one of the play yards, the best use to make of a deck in another play yard, and ways for meaningful outreach prior to the schools' opening were some of the tangible outcomes of this month.

In-service Training

In-service training is used as meaning that training that took place after the teachers began teaching (September, 1966). The in-service training consisted of:

1. Regular team meetings of each school staff.
2. Regular staff meetings of the total group.

Team Meetings at Individual Schools

A rich source of growth to the teachers were the meetings held each day after the children left.

> I feel very good about our individual groups. We are a group and it feels good. We are working together, I think, very well, easily, and seem to be able to give and take. I've been very happy. As soon as we started working, I was out of my other job and into this one, and that made me feel very good.

At the beginning of the project, the assistant teachers could not participate in these meetings since they were employed for only the hours that the children were in attendance. It soon became evident that this was a liability in planning and assessing the program. The assistant teacher's time was readjusted to allow for their participation in these sessions.

> Well, I had questions on part-time. And also this is the kind of project that you get too involved in--you can't cut off at 12:00 o'clock. It is impossible not to go all the way down. I want to be very much part of the shopping and planning of the whole thing. . .I would resent it very much if something was popping and you full-time people pulled rank on me and said 'Go home'.

Each day the team talked over the morning's events and decided what the next day's program should be on the basis of their observations. The necessary notations were made, records completed, and plans finalized. This on-going, talking-over immediately after a session was one of the most productive growth-producing techniques used with staff.

Each school team was expected to keep careful records of daily happenings in the school and in the families of the children enrolled. A stenorette was provided for convenient recording. The research associates met with individual teams periodically to help them improve the quality of their recordings. In one school, for instance, the material at first was quite general and of a cliche quality.

> Monday was a very good day for Tim. There was no significant change. Tuesday, the only noticed change was a good deal of interacting between Tim and Lawrence, positive interaction. On Thursday, Tim bit Lawrence, and it's not known what, if anything, provoked this act. On the last day of the week, Tim had a very good day considering his mother being present. It seems Tim has a great deal of difficulty when his mother is here. That's all for the week of December 12.
>
> . . . .
>
> Darlene was at school five days. She's always happy and it's difficult to point out really significant behavior, but today she did quite a bit of testing with Matt. Tuesday was a good day; she and Anne as usual, did a considerable amount of play together. They really are good friends. There was not much change on Wednesday. She was concerned when Michael was hurt and asked what happened. Darlene is probably the most mature child at the school although she is not the oldest.

The research associates reviewed with the teachers their actual recordings, they probing for the specifics. They suggested that sequences of changes should be noted as well as the underlying content of these recordings. They were thus able to help this team produce a quality of data reporting that had significance in assessing the impact of the project.

> Both of the children have been to school every day with the exception of one day that Sylvia didn't come because she couldn't find her shoes, so she had to stay home. Sylvia has made little change and what change she has made has been for the worse. She has

> difficulty getting started in the morning, usually comes in sucking her thumb, whining, pulling her ear, does all kinds of things. She always can find her name on the name board we have in the nursery school. Her play is usually centered around water play and the doll corner, washing dishes or washing dolls and it usually ends up with her changing her shirt or something like that, another form of attention getting, I think. In regard to that, in the past when she has gotten wet, she has always cried and made a terrible fuss and said she didn't want to go home because her mother would whip her for getting her clothes wet. Today she got her shirt wet and Donna changed her shirt and she said, 'That's all right, my mother doesn't care.' So we feel really great about this, because we have been working on this and so has her mother. She has really tried to reassure her, at least in our presence, that it's all right if she gets wet. So we called Mrs. Brown to tell her because we were so pleased and wanted her to be pleased too and she was happy that we called her. Sylvia usually plays with Steve, but that is usually instigated by Steve and it's also involved in the doll corner area. Her behavior today was just opposite from her usual behavior and I don't know if its a change or if it's just today, but she came in happy, smiling, did not bug people at all, was not sucking her thumb, didn't want a glass of water, didn't say she had a stomach ache and she played very happily with Steve a great part of the morning. They were playing house in the doll corner washing dishes the way they do very often, but there was something different about it.

Another team tended to read psychological interpretations into most behavior. They were helped to be less prone to draw inferences from a single incident.

> Mrs. Jones told me that the noise was terribly high-pitched and I think that it may bother her so much because there are so many stimuli coming into her brain, which in a sense is a lot of noise and a lot of action, and she really can't stand to take any more in because it makes her feel less and less adequate. She told me that she is her worst critic and undermines herself tremendously. She told me that Pat has told her that the nursery school is too

> noisy and that there are too many children there and she said kind of with uncertainty and maybe the feeling that she had made her daughter this way, 'My sensitive child.' I asked Mrs. Jones, when she used the word 'retreat' from the nursery school, she was possibly referring to some apprehensions about continuing in the project and she quickly and very tensely said, 'No, no, no, no, I want to continue, I want to continue.' I suggested that it might be helpful for both herself and me if she came to the nursery school and tried to sit away from some of the action, I thought this would be helpful to her so that she wasn't in the center of all the buzzing which seemed to disturb her, and would make some mental notes about the times she felt particularly anxious. She said that she felt anxious constantly and I think is anxious all the time in her life. I said that possibly she could help by giving me some idea of incidents, then, in the nursery school among children that made her tense and anxious, and we left it this way. I'm not sure of how successful this suggestion will be. It is possible that Mrs. Jones has told me all this to let me see the worst side of her, all the bad things about her. She said nothing good about herself throughout all this and maybe she's asking for acceptance in the state that she is in, even feeling the tenseness that she does in nursery school; maybe she is asking me to let her feel it and maybe to help her with it. I don't know. As I noted earlier, we have only been in contact with the Jones family for about a month now. I also opened with Mrs. Jones the discussion of possibly beginning to think in terms of when the children would be able to come to nursery school and stay without her because she did say that three mornings a week being with them for a whole morning does take away from some of the things she really has to do at home and she added, 'As little as you know they are, ' I think she's aware that her house is in a state of almost total disarray.

Other tasks that the school teams had to confer about were the periodic assessments (See Appendix C, for copy of Assessment Guide) made of each family and child and the parent teacher conferences.

Thus the school teams, by the structure of the program, found it necessary to continuously: (1) Assess program plans and the progress made by children and families; (2) Communicate with each other daily about the significant events of that day; and (3) Develop future plans on the basis of some near-consensus reached.

Regular Staff Meetings of Total Group

Regular staff meetings of the total group were held virtually every week of the project. The first year these were half-day sessions. Thereafter, the staff felt it was necessary to meet together one full day a week.

Two opposing forces seemed to be functioning in the staff meetings. (Jenkins, 69). On the one hand, there was a real drive to meet and communicate with each other. The staff felt the urgency of performing to the best of its ability. Yet there were restraining forces that seemed to be blocking the group or at least making it difficult for them to come to satisfying decisions. Group functioning became one of the crucial issues about which the staff was concerned. It was an issue that consumed much time and energy. As time elapsed, some of the dynamics became evident to many of the staff. For example, one staff member who had a tongue that many feared, made comments that were devastating--especially to some of the Black staff members.

The individual who was unusually competitive kept reminding everyone that the staff should not be competitive. Yet she managed to convey the feeling that her school was the one where things were happening. These subtle thrusts were very difficult for others to face directly since she is a generous, joyful person for the most part.

Another aspect of competitiveness was the rivalry that existed among the three schools. Each school team during the early days of the project kept careful track of resources and services available and made sure that it was receiving its share. The schools did not feel themselves as one project until after the parents from the three schools began to know each other through the training sessions.

The director's interpretation of what it means to be a democratic leader was at variance with some of the staff. In the words of one staff member: "I misunderstood the decision making process and thought we would all make all decisions together." The director attempted to function on what she sensed as consensus and then proceeded to implement the consensus. In checking out her assumptions about consensus she often gave the impression of going through the motions of sharing leadership rather than actually being concerned with the opinions and feelings of individual members.

One of the behaviors that created tension was a staff member's arranging for only the teachers to meet together or for only a part of the staff to caucus about impending decisions. The tendency of a few people, especially one of the head teachers who usually transported her staff, to be very late in arriving at staff meetings was another source of tensions. Having to wait time after time to get started caused meetings to begin with a part of the staff being quite angry with this one individual.

> Well, as I mentioned yesterday, I felt a little put out about the time. When we agree to meet at a certain time and some are there and others aren't, and we sit around and wait, sometimes as long as an hour, it is really inconsiderate for those who are there. It bothers me; I don't know about the others.

This problem was not resolved since being late seemed to be a way of life with her. One of her team, however, later acquired a car and she frequently came independently and on time with the message that her head teacher would be along soon. The intense frustration which had been felt by some for so long was thus dissipated and the group accepted the lateness and accommodated to it.

Another factor that served as a restraining force was the great diversity of the group in experience and training. This was a group that included an individual with a doctorate, another with extensive research experience, two people with master's degrees, two with bachelors, six with some college training, and one with a high school degree. Experience varied as widely. This diversity meant that at times a slow pace had to be taken in staff meetings or some individuals would fail to understand completely the significance of decisions. The necessity to "go slow" was personally irritating to some members of the staff. Misperceptions did occur since professionals tend to assume that everyone who hears a statement hears the same thing and they often fail to provide time for feed-back. The wide diversity in the group tended to make it easy for a few vocal members to dominate the discussion and in essence to influence the decisions and then to assume the decisions were agreeable to all.

Still another restraining force was that many of the problems discussed in staff meeting had personal applicability for some members of the staff. At times this resulted in discomfort, embarrassment, and perhaps temporary withdrawal. For example, when discussing the public housing participants in the project, one had to remember that some of the staff lived in public housing and shared that life style. In trying to understand the life style of the poor, or the Black or the middle class urban White, it was easy to seem to be stereotyping the life style of some of the staff members. The Central staff of five: director, two research associates, one research assistant, and social worker were all White, middle-class professionals. The effects of this were never overtly discussed, but undoubtedly some covert feelings existed about this fact. Finally, the feeling that often exists between administration (management) and teachers (labor) produced a dichotomy that functioned as a restraining force. As the central staff of five became a cohesive group, they also posed a threat that solidified the teaching staff. This effect had both negative and positive effects.

Processes to Reduce Tension

The major factors which created tension and dissatisfaction within the total staff were handled in a variety of ways. The group developed to the point that it was able, to a considerable degree, to hold responsible for her remarks the individual whose tongue was feared. This expectation reduced her negative effect upon the group although it later became necessary to replace her as a staff member.

The issue of competition remained with the group for eighteen months before it was resolved to the degree that it did not disrupt staff meetings. Several helpful processes took place, one of which was asking the head teachers to meet together once a week (usually for lunch) to share their plans and problems with each other. Once a month the director joined them at their meeting. Establishing this channel of regular communication helped to keep the project moving along as one enterprise whereas it had been headed toward three schools vying for status.

Simultaneously the parents were beginning to know each other. With the emergence of the Parent's Advisory Council, the project assumed a more unitary dimension. Prior to the formation of the PAC, parent training programs had brought some of the parents from the three schools together. The "esprit de corps" that began to be established among these parents was felt in the individual schools. In these ways a climate encouraging of cooperation gradually was developed and individual competitiveness had less opportunity to be felt.

Another way of working with the dynamics of the staff meetings was to take time in the meetings to assess how well the staff was doing. Many schemes were tried. Among them were the following:

1. The director at times served as a non-participating observer and fed-back her observations to the group.
2. At times half of the meeting time would be used to assess group functioning.
3. Individual conferences were held with staff members to elicit their feelings of satisfaction and dissatisfaction and to interpret more explicitly the goals of the project.
4. The staff played together.
5. After the first year, a full day was used in staff meetings and this helped to reduce the pressure of insufficient time.

However, there never seemed to be enough time to do all that needed to be done.

As stated at the beginning of this discussion about staff, the fundamental positive force that kept the group functioning effectively for the most part was that everyone had an unusually high degree of commitment to the project. Individual members were people who were quite competent in many of the roles expected of them and were willing and able to learn additional roles. While considerable space has been dedicated to problems encountered, this in no way implies that the staff was failing to perform in commendable and effective ways. The problems that were met are problems universally facing groups--especially work groups. Too often no attempts are made to resolve the problems and to learn from them. Often the problems are not officially recognized and dealt with. This the NICE staff did.

Content of Staff Meetings

Some issues persisted throughout the three years and were considered during staff meetings throughout the project. The following list indicates the breadth of concerns: (See Appendix D, for Time Line of Staff Business).

1. Relationships within the NICE staff both as they evolved around individuals and school team relationships versus total staff relationships

   The major issues in terms of relationships were:

   a. School team growth and cohesiveness vs, growth and cohesiveness of the large group

   b. Difference in interpretation of project goals from individual to individual

   c. Uneasiness caused by the necessity to replace two staff members during the first six months of the project

   d. High-risk mode of working which put a premium upon taking the initiative on-the-spot

   e. Varying perceptions about the value of training and the resulting awareness of group functioning

   f. Inability of some staff members to speak up in meetings and contribute their viewpoint

   g. Concern about the roles of the five central members of the staff

   h. Interpretations of which areas require uniformity of approach and which ones require diversity

   i. The view of three separate schools rather than one project

   Feelings about these issues were resolved as much as possible and seemed to "level off" about half way through NICE. Thereafter, the individual members seemed to know what to expect of each other and to be able to accept each other with all of one's shortcomings. Few changes in staff occurred thereafter and a feeling of stability seemed to prevail.

2. Record keeping and data collecting

The records needed were extensive. No formulae could be given to apply to all situations. One of the major roles of the research team was to train the teachers in keeping records that could be interpreted accurately. The first major effort was made in January after four months of operation. Every six months during the project additional help was given. Some members were tutored individually; others in small groups. Guide lines were established with the purpose of helping to establish focus for entries without introducing unnecessary restrictions (See Chapter Nine).

3. Individualization of program

The entire staff was committed to individualizing the program, but even with a ratio of four or five children to one teacher it was difficult to diagnose individual needs and then develop an appropriate program. The ways in which this was accomplished are described in Chapter Six on Program.

4. Cross-cultural relationships among staff, families, children

The development of cross-cultural relationships was one of the major goals of the project. Nearly all decisions had a bearing on implementing this goal. The staff learned during the sensitivity training that segregation emerges as an easy pattern in our culture unless careful thought is given to daily happenings.

For example:

a. Car pools could easily have become segregated. Head teachers carefully thought through ways that car pools would include a mixture of people.

b. Staff encouraged meetings in homes and helped the low-income group to feel "good" about volunteering their homes for meetings.

c. As mothers volunteered to work in nursery school, teams were formed that cut across living patterns.

d. Because the daily working teams were mixed, when trips were taken, mothers associated away from school with people different from themselves.

e. Teachers listened for suggestions for social relationships and encouraged these.

f. Teachers also listened for articulation of opinions concerning prejudice or discrimination and found ways to deal with these.

g. Staff introduced experiences that placed value on cross-cultural relationships.

5. Involvement of individual families

A persistent issue that concerned all staff members was how to develop involvement of some of the families. Because approximately sixteen per cent of the families did not respond to the non-demanding ways NICE staff used with families, much time was spent thinking together about approaches that could be used. Much discussion was held about the value of individual visits; about having other families try to bring them into closer relationship; about discovering interests and wishes of non-participating members so that NICE could develop a program that would appeal to the non-participators.

6. NICE's relationship and involvement in the larger community

One of the concerns in staff meetings was how NICE could be involved in the larger community. This is discussed in Chapter Seven.

7. Ethical considerations

During the early part of NICE, staff spent time clarifying their feelings and subsequently developing policies relating to ethical standards to guide the staff. Some areas that troubled the staff were:

a. What right do we have to suggest that values of parents should be changed?

b. What should be NICE's relationship to the Police in this area?

c. How much test information should be given to the parents at the initiation point and later?

d. What reports must be kept confidential?

e. Should student teachers have access to the files?

f. What should be the official position of NICE to the families relative to the quality of the public schools?

g. What right do we have to record information given us by the families?

h. Are we prying into the lives of others?

Roles of Staff

The roles of the five central staff members were clearly defined. The director had the overall administration and supervision of the project, training responsibilities, and public relations. One research associate had the responsibility to find or develop appropriate instruments to measure the variables being studied. He also had the role of monitoring the quality of reporting and then was expected to help individuals develop the ability to make usable entries. The other research associate had a variety of roles. She did nearly all of the interviewing, designed and monitored the home task program, and helped the director in in-service training. The research assistant did the Stanford Binet testing, kept the files, recorded data, and a plethora of related tasks. The social worker served as a family counselor and helped the staff in assuming their counseling roles. These five functioned as a team, meeting regularly to discuss the progress and needs of NICE. Nearly all decisions were mutual decisions that came from the five central members or these five and the nine teaching members.

NICE expected a great deal of its staff! NICE teachers were expected to assume many roles that are not ordinarily considered a part of a teacher's role.

1. They functioned as teachers of young children and felt most comfortable in that role. Even though only one teacher had taught two-year olds prior to this project, the staff felt considerable zest in discovering the potential learning of the two-year-old and the implications of this learning for the nursery school program.

2. They were expected to relate as counselors to parents, listening to all that is said with an empathic ear and trying to play a helping role where needed. Since unconditional acceptance was the goal, the counselor's role was a strain for some teachers.

3. Teachers were expected to be researchers and data collectors. Each day some research demand had to be met and at times considerable data were expected from the teachers. This role was most difficult for the indigenous aides. They felt the private lives of NICE families were being invaded.

4. At times teachers assumed the social worker role as they sought referrals for children and their families. After the employment of a psychiatric social worker this role diminished, but some families still preferred to work with the teachers.

5. Teachers were asked to be skilled observers and recorders of both child and adult behavior. In a project as comprehensive as this, what was considered important enough to record became a challenge.

6. Because of the nature of the nursery schools, teachers were continuously called upon to accept leadership roles in the community.

7. Teachers found themselves accepting a role of recreational worker for older siblings.

Role of Men Teachers

One aspect of the roles of staff revolved around the men teachers. The two males on the original staff had not worked in groups with children as young as two. They were unsure of their roles with young children and of their roles in a predominantly female staff, particularly since all head teachers were female. The director worked with this problem directly, helping the males to become consciously aware of their feelings and the head teachers to become sensitive to these feelings. A strategy was developed for the males to have specific male-oriented functions in the school. Some of these were:

1. The males were to become the authorities on motor development and help individual children with their growth in this area. The implementation of this role led to considerable conversation among the children and with the male teachers about muscle, strength, agility. "See my muscle. When I get as big as Nat I'll be able to lift heavy boxes, too." Jumping, climbing, lifting, running were not just mere activities. They had a developmental meaning to the children in their terms. This was particularly the case in the schools in which the males were assuming their roles with understanding and enthusiasm. When the children became three years old, tumbling mats were provided and the children learned to handle their bodies on mats. Simple but well-guided supervised boxing and wrestling took place among those children who were interested in this activity.

2. Male teachers were asked to make special efforts to involve fathers in the program. This effort succeeded only moderately well. The fathers responded to specific requests for help such as a work day but few fathers became involved on a continuing basis. Some activities were planned by the male staff specifically for the boys and their fathers. These were very successful and the program would have gained by a greater number. Some cook-outs in a not-too-distant state park were held. All of the boys and their fathers or father substitutes were invited to see the Harlem Globe Trotters (The hotdogs were a great success for the children).

3. Male teachers were asked to assess the program and keep introducing activities that appeal to boys since there is a tendency for programs to be too female oriented. Each school built a playhouse which could be continuously changed. This project was of continuing interest throughout the life of NICE.

4. Male teachers were asked to be male models for the children in the schools. Approximately one-third of the children lacked a consistent male model in the home. The qualities our culture expects of a male were discussed as well as some of the stereotypes that are a part of some micro-cultures. For example, males are expected to be strong. This is interpreted by some that little boys should not cry. Males are expected to do manly, outdoor type of activities. This is interpreted by some as meaning that men should not be interested in cooking or cleaning up. The men teachers in NICE tried to establish a role for males that cut through some of the "hang-ups" in the culture and at the same time be strong, protective, authoritative males. Thus while they rough-housed with the boys, they held little girls on their laps, served the juice and crackers, cleaned up afterwards. They visably showed their empathy for a hurt child or animal and communicated their feelings to the children.

One of the men teachers for example was having difficulty in the children's seeing him in the teaching role. They adored him but wanted to spend all their time climbing on and over him. To help channel this activity into learning, a strategy was developed. He was to have something in his pocket which could become a topic of conversation with the children and thus divert their climbing on him. Each day he stuck something new in his pocket so that a game developed. "Guess what I have in my pocket today." This simple device enabled him to have something specific to talk about and gradually helped the children to see him as teacher.

Not all of the teacher roles were specified in the design of the project, but the style of NICE opened the door for diversity and creativity and at times conflicting goals. In this milieu, teachers were seen as the facilitators, the orchestrators for the needs of the families. A difficult role that most members of the staff failed to learn was when to say, "No, I can't do that."

Growth and Change in Staff Members

One of the many satisfying results of NICE was the growth that occurred in the staff. A milieu was created in which thought-provoking questions were being continuously raised. For example, the staff faced such fundamental issues as the following:

1. How much should a small staff like NICE undertake? And when we turn our backs do we break faith with our parents?
2. Is it feasible to hope, being such a small group, to change the social structure of the institutions of the community such as; the public schools, even a little bit?
3. How can we keep ourselves open and flexible and still keep enough structure in our work that it is perceived as making sense?
4. How can we involve parents on their terms and refrain from manipulating them?
5. How can we be honest and still unconditionally accepting?
6. How can we become increasingly more aware of our "hang-ups" about race, religion, poverty?

There were many attempts to meet these problems head-on in staff meetings. Some were worked on constructively; some were programmed into action measures; others remained unresolved. Having to encounter these problems in our own staff served as a micro-lab for improving performance in the larger community of the schools.

Educationally the changes are clear-cut. One of the indigenous aides who was on welfare when employed by NICE is now, a year and a half after completion of NICE, a senior at San Francisco State College working toward a teaching credential in elementary education. She goes to school part-time and is employed as head teacher in a State poverty program and is currently receiving a salary of $7000 a year. One of the assistant teachers who was a college drop-out and on welfare when employed will receive his A.B. degree from San Francisco State College in the Spring of 1971 with a major in Cultural Anthropology. One of the head teachers completed work on the master's degree in nursery school education during the life of NICE and another one has continued to work toward the completion of the master's in that field.

Two assistant teachers began work toward a master's degree--one in nursery school education and one in early childhood education with a teaching credential accompanying the master's. One assistant teacher completed his master's during NICE. One of the aides enrolled in a junior college program leading toward an AA, but family responsibilities caused her to suspend, at least temporarily, her educational plans. One of the research associates is completing her doctorate.

In summary, of the nine teaching staff which were with the project at its completion, eight had resumed or continued their educational goals. Four of the eight attribute their renewed interest in further education to their participation in NICE.

The NICE staff employment status as this is written is as follows:

In School A, one is teaching at Frederic Burk San Francisco State College Laboratory School; one is employed in a State poverty program and attending night school. The third member has moved to Los Angeles and is employed in a non-educational position in order to support his family of seven. In School B, one is a full-time student by day and a jazz musician by night. Another is a kindergarten teacher in a Bay Area school district. One is a new mother and housewife. In School C, one is an educational supervisor in San Francisco in the State poverty program; one is head teacher in one of those programs and attending school; the third is head teacher in a kindergarten program sponsored by one of the surburban cooperatives.

Of the three people comprising the research team one is nearing completion of her course work for a doctorate; one is being recognized increasingly in the College as a source of competency in designing research components of projects; in interpreting data, and in teaching research and satistical courses. The research assistant is finishing her master's in counseling. The psychiatric social worker is utilizing his competence in agencies, in private practice, and as a Head Start consultant. The director is frequently asked to serve as a consultant to national projects. She is a national Head Start consultant and is project adviser to the Oakland Parent Child Center. The staff as individual members and as a staff are requested to participate in local, state, and national meetings. These experiences have resulted in developing the confidence and competence of individuals. Even the very shy individuals find it easier to speak out in groups and state their own points of view.

Summary

The expectations for performance from the NICE staff were unreasonable from many points of view. They were asked to join a project for three to five years that would become much more than a job to them. It became a major part of their lives and had its effects upon their family relationships as well as upon their personal lives.

In spite of these great expectations, the staff responded with a commitment and with a quality of insight that is rarely seen in a work situation. The families of NICE have kept themselves together as a group. Much of this is attributable to the staff. Mothers call individual staff members--even after a year and a half--to talk over difficult decisions they have to make. Much socializing still exists. A quality of an extended family developed in NICE and while the family wrestled with many internal stresses during its life, its basic integrity remained intact.

Chapter Six

PROGRAM FOR CHILDREN

The proposal for the NICE project states that a program for growth in mental health must have an *evolving*, *flexible* quality. These two words were implemented throughout the three years by the staff's efforts continuously to assess design in terms of planning, try-out, evaluation, and redesigning as needs and growth occurred. The only limitations which were placed on the growth qualities of the program were those inherent in the facilities and in the individuals who were the staff. The schools--while not lavishly equipped--had all of the equipment and materials the staff could use, and the budget allowed for implementing ideas as they emerged.

The proposal stated a point of view about how children learn. The point of view was one to which the staff was committed and one which the staff sought to implement with expanding and deepening creativity as new insights and understandings were accrued through experience. (See Chapter Two). Three qualities were considered the core of the program. As stated in the proposal they were *play*, *individualization*, and *association with trusted adults*.

Play

The investigators assumed that personality is the mediator of learning (Church, 23) and therefore planned to develop the kind of nursery school program that gave personality full opportunity to develop. Since play is the child's spontaneous way of learning in these years, the nursery school program was organized around play. The child in his play is learning to adapt himself to his culture, with all of its symbolic insights. He is learning the meaning of the infinite varieties of things, people, and happenings that make up his private world. As he learns these meanings, by taking the initiative through his play, he internalizes them so that they become available to him in his developmental learnings. Play serves as a "catharsis for living through defeats, frustrations, and pain . . ." (Biber, 8). The aim of the program was to guide each child in selecting those materials and experiences that gave him a sense of "mastery over the realities of his life." From the children's play the staff planned an evolving program that took into account readiness, interests, anxieties, abilities.

> One thing, she's learned how to play with kids her age, being here with older kids. Then on the other hand she learned how to tell different animals and different colors and how to respect other people's toys and how to play different games, puzzles and things like that.

. . . .

> She has the ability to play with a wide variety of kids and learn to get along with them. The experiences that she had had a chance to experience are more widely varied than I could have possibly given her, because there are a lot things that I learned by participating, that were new to me and I know that I wouldn't have even thought of them.

Individualization

The two to five-year-old acquires his most significant learnings through the process of identification. (Robert Sears, 112) It is unlikely that a two year-old child identifies extensively with a group. A dyad relationship is therefore essential. Primary identification is with parents. As the child takes his first steps out of the home, it is necessary that he has the opportunity to identify with one of his nursery school teachers--male or female.

> She's learned to meet people and she has confidence in older people, more than both of her parents and she used to be kind of shy when it came to other kids, you know, and kind of stand-offish, but now she's friendly with everybody and she has her little special friends, . . . so I think it's helped her a lot in that way, you know. She never before would really love anybody else you know, she would hold onto mommy and all that, but now she would.

Learning experiences and materials were highly individualized so that each child had a program that was designed for him. Each teacher diagnosed the readiness of the ten children for whom he or she was responsible and designed a program for each one in light of the diagnosis. Other programs (Hosley, 64 ; and Klaus, 75) found individualization to be important. It was specifically so in this program, for the range of choices envisioned for the development of autonomy could be accommodated only by using individualized procedures. Classes, as such, for the total group were non-existent until such time as the children themselves gave cues that indicated their readiness for group instruction.

> The thing that really stands out to me, I guess that's because I'm his mother, is for him-the way that Ethel and Bill worked with him to get him to talk and say things and let him say them then they can help him, that's something.

Associations with Trusted Adults

Emphasis was placed consciously upon a kind of adult response that was consistently trustful and trusting. (Erikson, 43) Children were encouraged to "act out" their feelings. Adults were numerous enough to be available when needed. When physical intervention was necessary, it occurred calmly and non-judgmentally.

The expansion from home to school associations was made in easy steps and short time spans so that separation anxiety was handled in a way to develop trust. Mother was encouraged to stay with her child until the child was ready for her to leave and she was helped to see that separation is a process that includes many regressions. To encourage this "giving up" process, teachers were available to support mothers and children.

Specific attention was given to developing trust in relating to adults and older siblings in their roles as authority figures. One aspect of this dimension was to diagnose the demands of the learning situation and to find ways to move in and out of it without introducing mistrust or limiting the child's initiative in solving his problems.

From the relationship observed with adults and peers, inferences about the child's sense of trust were drawn.

> I just think it's such a beautiful feeling among the-between the people in the school and the picnic just topped it off I thought, just beautiful and the way people felt about each other, the way-it's so completely warm and you really don't have problems.

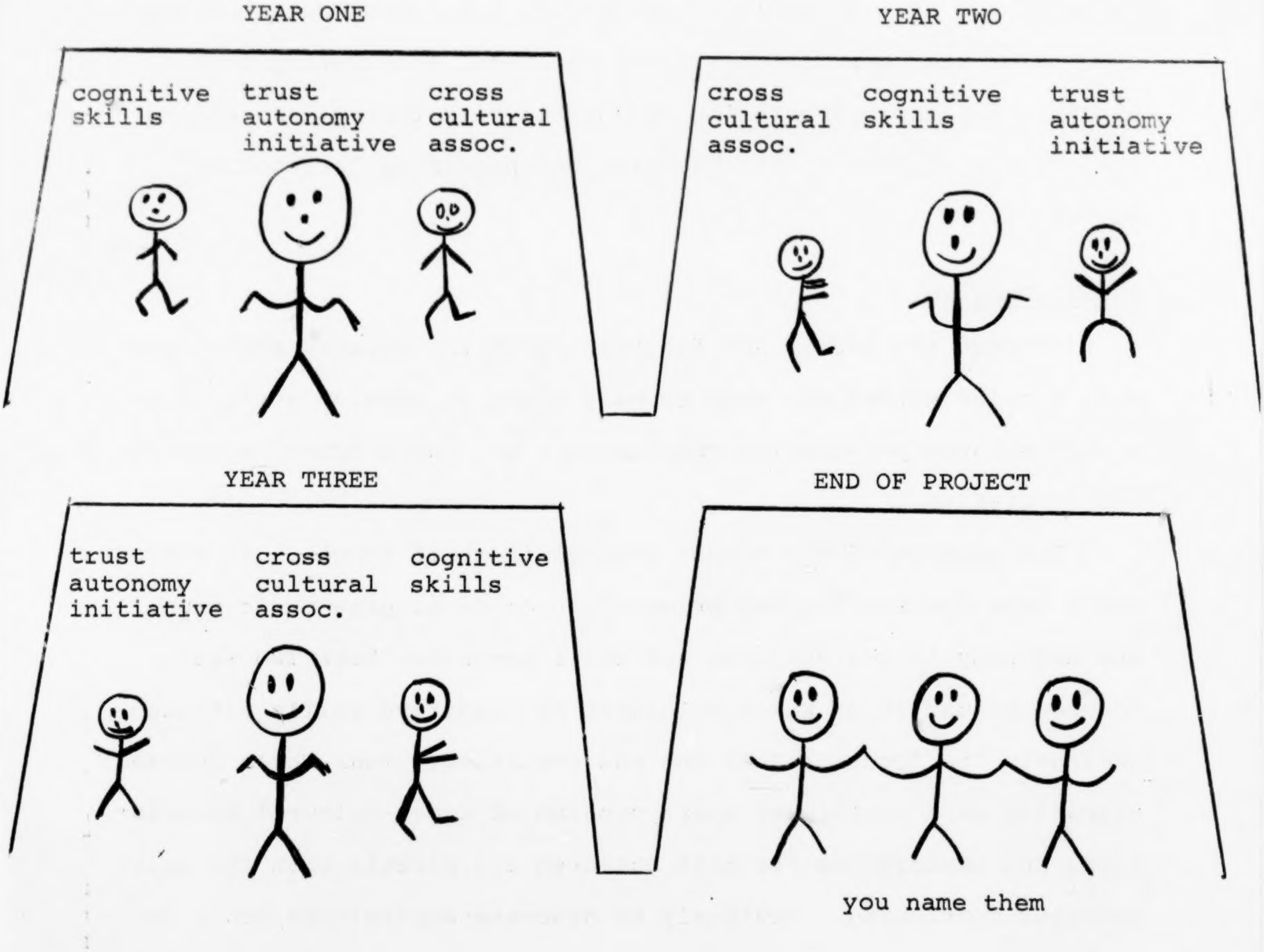
Learning Environment

The nursery school provided a unique environment in which the teachers consciously focused on process to achieve the goals of the program. In so doing they intentionally carried out procedures such as: selecting materials in sequences, interpreting symbols of the culture, clarifying feelings, arbitrating conflicting demands, encouraging reasonable risk-taking, presenting the child's culture to him clearly, and providing "stretching" materials.

School Program

Through the design and functioning of the nursery school program a major effort was made to help children develop as fully as possible three personality components; i.e., basic trust, autonomy, and initiative.

The program of the school evolved in three stages. In retrospect Year One was focused primarily upon developing basic trust and autonomy in the children and their parents. Year Two was focused primarily on the development of cognitive skills although obviously the focus of Year One was continued. Year Three focused primarily on a conscious, overt program of cross-cultural associations and experiences for both children and parents with the prior emphases continuing. Obviously no discrete separations could be made among these three emphases. Developing cross-cultural associations, cognitive skills and basic trust, autonomy and initiative were present throughout. Each emphasis took the center of the stage in the thinking and planning of the staff at different times. A graphic presentation might look like this.



YEAR ONE

YEAR TWO

YEAR THREE

END OF PROJECT

cognitive skills
trust autonomy initiative
cross cultural assoc.
cross cultural assoc.
cognitive skills
trust autonomy initiative
trust autonomy initiative
cross cultural assoc.
cognitive skills
you name them

Year One--Developing Basic Trust and Autonomy

The children came into the schools as two-year olds. This meant that their mothers came with them and stayed until the children were ready to have mothers leave or until mothers had to leave because of other commitments. The child and his mother were introduced to the program in a way designed to elicit trust. In most cases the first person to contact the family was an individual of his own group. Thus a Black person did the initial interviewing of most Black families. During the summer the teachers met many of the families in their homes, thus dispelling some of the strangeness of coming to school and meeting a stranger.

The beginning days of school were planned so that each child and his mother came into school with a small number of other children and their mothers and stayed for only a short time. The first day five children and their mothers came from nine to ten, five others from ten to eleven and so on until everyone had an opportunity to become acquainted in small groups. The second step was to enlarge the groups and to lengthen the time. Attendance was staggered in this way the first week, until Friday when for the first time, everyone came. As children felt more at home in school, they chose to stay longer than scheduled-and that was all right, too.

Processes used to enhance basic trust in mothers. The staff was committed to the principle of unconditional acceptance of mothers as well as children. This was considered essential for basic trust to continue to develop. Some of the ways of implementing this concept were:

1. The time habits of families were respected. Children and their mothers were welcomed any time they came. The child who arrived at 10:50 was as welcome as the one waiting for the door to be unlocked at 8:30.

   Mothers were encouraged to stay with their children as long as they could, but were not censored if they left sooner than the staff might have wished.

   Mothers were permitted to take their children home before school was over if they wanted to do so.

   When mothers failed to come for their children, they were cared for until the mother arrived without communicating blame.

   > September 1966. Even after a phone call to Batchlor and Stinson I had to wait for some minutes for them on the corner. Again confusion on returning them. I did not find Mrs. Stinson at home, after waiting some minutes, so went back to the corner. A nine year old boy passed us and said, 'That's my little cousin,' about Victoria, so asked him to take us to her apartment. Encountered Mrs. Batchlor on way down. She invited us in, had mail from husband, showed snapshot he had sent-friendly conversation.

2. Family's practices used in disciplining their children were respected. A mother who spanked her child for wetting her pants (when she was supposed to be toilet trained) was not reprimanded.

   A mother who insisted that her child trace around a picture and stay inside the lines as she colored was not told to refrain.

   A father who took his belt off and threatened his son because he didn't want to go home was not reprimanded.

   > Tony's father came to pick him up. They had a disagreement over Tony's leaving the school. His father took off his belt and hit Tony with it on the legs. As Tony was crying, one of the

> teachers took him by the hand and led him out the door, saying she would show him something interesting. They found a horse on the front of a Mustang and looked for several others. Tony stopped crying and became interested. The father seemed embarrassed and appeared to wait to talk about it, saying he hated to do that but Tony was stubborn and had a bad temper. The head teacher commented that sometimes distraction worked very well-such as the teacher was doing with him, or just picking the child up and taking him away; that Tony really wasn't old enough to reason with. He seemed to listen, said he would try to make the Sunday Open House even though Tony would be away.

In time all of these parents came to trust the staff enough to want to ask why the staff didn't use some of these same methods. Since the dialogue was initiated by the parents, in most cases, they were ready to hear and consider alternatives. All began to recognize that alternatives exist whether they chose to change their practices or not.

> Mrs. Townsend has used the crayons and likes to draw and has made things on Martha's papers for her, the alphabet and various kinds of drawings so that Martha just wants to have things made for her. She asked me about that, 'What do I do when Martha just says, 'You draw me this, or you do that for me?' and I told her that it was hard to get some children out of that habit but to respond to Martha in a way that would make Martha want to do them herself and have her tell her about what she is doing. 'Show me what you can do,' and this kind of thing.

3. Expectations of parents were discussed and attempts made to enhance them. If a mother wanted her child's clothing protected from paint, this was done without a lecture on freedom.

   If a mother expected a parent education group to be formed, one was formed.

> If parents were particular about "please" and "thank you's" these were accepted with grace.

To continue to accept parents' behaviors unconditionally until they were ready to discuss the behavior, even when one disapproved of the behavior, was one of the most difficult tasks for the teachers. It took most parents almost eight months before they were ready to examine some of their habitual ways of relating to their children and their expectations of their children. By May of the first year most parents were beginning to ask questions and some were beginning to take some small steps toward changing their own behaviors. Some parents did not reach this point. Many of these were working parents who were not in the school and therefore did not have adequate exposure to alternatives.

Processes used to enhance basic trust in children. In an evaluation held at the end of the first year the staff stated that the processes they were using to develop and enhance basic trust were:

1. Accepting the child's not being potty-trained and communicating this acceptance by changing his clothes, and having clean clothes on hand to use when necessary
2. Being the child's protector at all times; at the same time communicating non-verbally, acceptance of the mother
3. Setting limits designed to prevent hurt to anyone
4. Establishing dependable routines
5. Permitting children to make mistakes without fear of punishment
6. Having enough trusting adults to give children help when needed-at least one adult to every four children

7. Keeping promises in big and little matters

8. Encouraging children to take a risk in engaging in new activities-to learn it is safe to risk

9. Showing unpleasant feelings under appropriate circumstances; i.e., anger, disapproval. Accepting the negative feelings of the children and of oneself

10. Encouraging parents to come, and to let them know they are needed to assist

11. Helping children to avoid situations that destroy trust in themselves

12. Encouraging children to make many decisions for themselves

13. Talking with children so that their feelings are clarified and their constructive impulses reinforced.

14. Providing play materials in quanities sufficient to the child's demands made on materials; keeping the environment manageable

15. Helping to articulate a way of behaving that is constructive and open so that the child has an opportunity to internalize his behavior. Example: "You know, Alex has been waiting a long time for a turn," versus "You must get off now. It's Alex's turn."

16. Studying each child's own individual style and enhancing his style rather than expecting all to be like some theoretical or stereotyped model.

The Preschool Behavior Rating Scale (81) served as a challenging diagnostic tool for teachers to use as they evaluated the development of trust and autonomy. This instrument attempts to rate on a four point scale specific behaviors that are indicative of the Erikson developmental tasks. The program specifically contributed to the development of basic trust by helping children to engage in vigorous motor activities with freedom and ease. Climbing, jumping, riding tricycles, running, hanging from bars, tumbling were encouraged.

Children were given as much time as they needed to engage in these activities with ease and pleasure. Tumbling mats were provided for available use so that children could fall without hurting themselves. Tan bark was used outside for the same purpose. Providing a safe environment helped to develop trust and to encourage risk-taking. Nearly all of the children developed considerable mastery of their bodies.

Children had many opportunities to discover that when they needed help a confident adult would be near. At all times there was a ratio of one adult to four children and frequently one to three. If a child cut his hand, aid was given with comforting words. If a child was disappointed, he learned some alternative ways of enjoying himself. Children learned to anticipate help, and therefore were able to handle better the unexpected, unfamiliar, and unacceptable daily occurrences. Teachers were trained to be accepting and non-judgmental, to be as concerned with binding up egos as wounds. In this way they encouraged children to trust them and to trust themselves. Nearly all parents felt the atmosphere being cultivated and responded in ways appropriate to maintaining a warm, challenging climate.

> Mr. Baxter came to help today and to our surprise was very warm with children and seemed to enjoy them. He helped them with the typewriter for a while and then had a group doing carpentry. He is

> rather strict about turns and insists on "please" and "thank you" from children but they accepted this and seemed to enjoy him. He had a table for juice, was very quick to wipe noses and clean faces. After juice he helped supervise in the yard--found some glass to sweep up and was generally very helpful. He and Joan (his daughter) completely ignored each other and it was interestin that she avoided activities he was supervising.

Developing a positive self-concept. The development of a positive self-concept was of major concern. As children found adults whom they trusted and who trusted them, their self-concepts were enhanced. The program stimulated this development by:

1. Having a full length mirror in each school hung low enough so that children could see themselves
2. Designating some space for each child and helping him feel its importance
3. Using children's names in conversation and in songs
4. Working with parents in such ways as to enhance their self-concept.
5. Honoring the language of the children
6. Taking time to listen to children
7. Giving much physical affection
8. Spending time talking with children
9. Showing children they were missed when they were absent
10. Having fun with children
11. Using photography in a variety of ways to express self-worth
12. Identifying worth and beauty with the child's racial background. Blacks and Orientals as well as Whites were pictured in positive roles on bulleting boards, in stories, song, and art activities.

> She's lost that shyness she used to have; she wouldn't speak to anybody. She was terrified of strangers and I think it really brought her out. Because she can hold a conversation just like a six or seven year old can, if she sets her mind to it.

. . . .

> She's gotten a lot, mainly a lot of self confidence. She can really look at herself and know what she wants.

. . . .

> Well I guess she's learned how to get along especially with her teachers very well. She loves her teachers and also the other children. Gradually, she's learned how to enjoy playing with them--a little bit, like they said, she doesn't play with them too much, mostly plays by herself but I think she is more and more especially starting to play with the rougher boys even. And as far as reading, she's learned a little bit, to recognize letters, I mean she's very interested in that and I think she's always doing it when they're doing it, all that kind of activity, she's ready for more.

. . . .

> She's got a lot of self-confidence; she believes in herself. She thinks that everything she is doing is O.K. It's fine, it's right. She doesn't have any doubts about what she's doing. She can get along with other kids and adults.

Developing Autonomy. As the children learned to trust the people and the environment, they gradually moved into situations that were conducive to the development of autonomy. Their play activities were unstructured with the exception of about a half an hour. This resulted in children being encouraged to make choices. If these choices conflicted with others, as they often did, the child had an opportunity to express his own sense of "me-mineness." The equipment and facilities were so arranged as to encourage taking a risk. There were steps to be climbed, slides to come down, heights to jump from, bars to cling to. Even deciding to get wet in water play was a choice that some children found difficult to make. The deep desire to really "let go and have a splashing good time" was often evident several days before a child would risk getting wet or would allow himself to become smeared with finger paint. A few children who were especially weak in autonomy were assigned to an individual teacher who worked intensively with them, on an individual basis, to help develop the feeling of "I can" which is so necessary in order to become an autonomous person.

One of the central achievements of the children during the first year was "letting mama go" with the assurance that she would come back. The experience of NICE was that two-year-olds found separation less a problem than three-year-olds. The majority of the children were able to let their mothers go with comfort after a couple of weeks. Nearly all had successfully separated by the end of the first month. In each school there were two or three children who could not handle separation easily. A few took four months. One mother came every day and stayed with her child for the entire first year. When the separation was made, it was done suddenly and with no regression.

> Wendy let her mother go without crying and seemed very pleased with herself.

The observations of the teachers led them to the conclusion that separation at age two was more difficult for mothers than for children;

and that in those cases in which separation was quite difficult, the mother induced the behavior. Teachers gained much skill in helping mothers to leave without communicating anxiety to their children.

By January of the first year interaction within the group had begun to be patterned. Specific children sought specific playmates and tended to retain a play group over a period of time. In one school, for instance, by January ten different dyads or triads involving fifteen different children had been formed. Eight of these were dyads of mixed racial components.

In an evaluation of NICE held at the end of the first year the following statements were made:

1. The physical setting was a limitation to curriculum as we would like to see it developed. It necessitated trike riding indoors, for instance.
2. Staff had to learn the two-year-old pattern of reacting to materials. They very quickly began using materials very well. Well-defined areas helped in this learning.
3. Staff noted a difference between those middle-income parents known in former situations who tended to delay separation and some of our parents who seemed to expect and sometimes demand separation very quickly.
4. Staff felt mothers responded to nurturance; they found attitude of "we will take you as you are."
5. Oriental mothers tended to separate most slowly.
6. Some of staff voiced opinion that while there was a minimum of overt separation problems there are still latent separation problems that should be recognized and dealt with. The difference between behavior at home and school was cited as one "straw in the wind." We have had unusual success in developing language.

Only about ten children were identified as being non-verbal at school. This is a small percent for two's going on three. Language development as a mode of thinking is something we want to trace carefully during the next two years.

7. We had too much equipment and material out at first. We need to consider carefully how we can introduce new concepts through materials we use next year. Ideas mentioned were:
    a. Trade materials from school to school.
    b. More emphasis on science, trips, exploration.
    c. More emphasis on carpentry, plumbing and electrical equipment.
    d. More complex fantasy play.

Year Two--Developing Cognitive Skills

Once the children and their mothers were trusting of the schools and their staffs, psychic energy was available to focus on developing cognitive skills. Obviously, all children were gaining cognitive skills from just being in the school and playing with the materials there. In the second year of the project, however, the staff focused on the cognitive domain as well as the affective. The focus was set during the in-service training that occurred prior to the second year. An evaluation was held during which time those children needing specific help in feeling sure of themselves were identified and kinds of help that could be given were determined. Those children who were ready to move ahead to coping with specific cognitive skills were identified and strategies were developed to achieve the selected goals. (See Appendix E)

Self-help processes. One of the central concerns at age three was to help children to accept more responsibility for helping themselves. Self-help became the by-word. Thought was given to making self-help specific. The staff agreed, for instance, that three's are capable of:

1. Taking off their wraps and hanging them in their own cubbies
2. Asking for an apron when painting
3. Helping to set-up snack trays
4. Helping to clean up after snacks
5. Serving oneself (Many two's could pour without spilling)
6. Passing food
7. Helping to clean up at the end of the day
8. Picking up toys, games, etc.
9. Selecting toys from the shelves
10. Going to the bathroom alone or asking for help if needed
11. Asking for help in solving a problem

Children were encouraged to handle their own problems with other children. If a child reported to the teachers, "Eric took my toy," the teacher was likely to reply, "Have you told Eric you want your toy?" She might take him by the hand and help him confront Eric if she felt it was necessary. Children in this way became aware of their ability to communicate their desires to each other and of the satisfaction-even power-that comes from handling their own affairs.

Language development. A second concern during the second year was language development. A skilled speech therapist visited the schools and ascertained that only one child needed speech therapy. That was obtained for the child and his mother at the San Francisco State College Communicative Disorder Clinic. The remainder were judged by the therapist to be well developed in language, needing only the continuation of rich, varied, informal experiences in talking or communicating. This was possible in the NICE schools because they were staffed adequately to give teachers time to sit and talk with one, two, or more children. Talking was a prized activity.

Teachers were trained to understand the relationship between language patterns and thinking and to recognize the developmental sequence in language. They became adept in helping a child take the next sequential step without formalizing the content into a meaningless "repeat-after-me-type-of-drill." For example, a two-year-old might say to the teacher, "Ball! Ball!" (Labeling) To which the teacher might reply, "Yes, Dick, this is a ball." (Expanding) Later she might reply, "It is surely a ball. Is this a ball (holding up a balloon) (Categorizing) Or she might say, "What do you do with a ball?" eliciting attention to the function. If a child replied, "Throw it," she might say "What else can you throw?" This expatiation type of response Cazden (20) from teachers was ever present in the schools. It served as a model for the development of language in a functional context that had meaning, variety, imagination, and a personal relationship that enriched the language usage with a strong overlay of positive emotion. Many discussions were held and materials used as training instruments with the teachers to help them understand their role in language development.

An important aspect of the language approach was to honor the child's mother language. However the child expressed himself was accepted and utilized. Although all children spoke English, there was considerable non-standard language. During the second year teachers began recording the dictated language of the children and posting their stories just as art work was posted. These stories were recorded as accurately as the teacher was capable of recording. Children found it exciting to have their stories where they could go and read them alone or read them to their friends.

A variation of recording and posting children's stories was the development of Self books. This idea stems from Vera John* who proposed the Self books for use with Indian children. In NICE the Self books utilized photography as well as stories. Each child was asked to decide what photographs he wanted in his Self book. These photographs were taken, mounted in a book, each one on a separate page, and the child then dictated a story about each photograph. Usually the child chose photographs about his home and family. The teacher went with the child to his home and dutifully took pictures of what the child selected: mommy, the entire family, the child's room, or pet, sometimes the teachers, and some of the school materials. A typical Self book had about seven or eight pictures. These books were kept at school where the children could help themselves to them. They became a favorite topic of conversation; a favorite activity was to read them or have them read by somebody.

The development of the Self books was a rich experience in many ways. It deepened the child's positive image of himself by including his home and family as being worthy of being recorded in picture and in print. It gave the home and school another avenue of natural communication. The product itself was something to be cherished by the child--a possession in which the children had continuing interest. A film, Listen to the Child, (Issacs, Appendix F) was made by one of the graduate students depicting this informal method of helping each child to develop his own language.

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*In a conversation with Mary Lane, Summer 1968.

Skill development through individualization. A third central concern during the second year was individualizing the program in a systematic way so that each child was thoroughly known by at least one person on the staff and his skill strength was understood. It is often assumed that if a school has a teacher-pupil ratio of one to five, each child will be known by the staff. This is a fallacious assumption. A free, open-ended curriculum lends itself to settling for general knowledge about what is being learned rather than examining specifically what each child is experiencing and what learning has occurred from these experiences.

To be sure that each child was known thoroughly and was having the most challenging program for him, each member of the staff was asked to be responsible for keeping detailed weekly records on from five to seven children. These records were designed to keep track of: (1) the experiences; (2) variety of the program for this child; (3) experiences designed by teachers for a specific purpose; (4) self-initiated experiences; (5) parental involvement in the program;

(6) some of the overt outcomes for the child. (See Appendices G and H.) The weekly records and teacher observations were discussed periodically so that the staff as a whole was assessing continuously the individual program for each child. This activity served as a stimulating avenue of in-service growth to staff members.

One outgrowth of the individualized curriculum was the development of a cognition box for each child. This was a "gimmick" to help teachers and children focus on individual needs and interests. The teachers covered cigar boxes. Each child decorated his own box and kept it in his cubby. Teachers put materials in the cognition box that fed an interest of the child, required him to attend to a skill he needed, or something that the teacher felt would have special significance to the child in developing his cognitive ability. The materials changed frequently enough that an element of surprise existed in opening the box to see what it held. Teachers spent individual time with the child and his box. For example, one child was ready to learn his telephone number. His box contained many numbers and a dial. He worked on finding the numbers that comprised his telephone number and matching these with those on the dial. The box of another child contained colors to be matched.

Small group activity. The fourth concern during the second year was the stimulation of small groups of like interests and needs.

These groups worked together on some common concern as long as the group seemed to make sense for the children. Teachers were consciously aware of the covert pressures that can be felt with the introduction of this type of structuring. They, therefore, attempted to develop situations which children could join or leave at will. If others came, they were not excluded. (See Appendix I for grouping in one school at one time point.)

New activities. Throughout the second year new activities which had cognitive content were introduced to the children. For example:

1. Walking trips that emphasized a specific purpose and use of a specific sense were taken. One day it might be to look for different colors of leaves; another day to listen for all the sounds around us; another day to collect bugs and sort them for size or feel or color or number of legs, or . . .

2. Interest centers became more important. The world around us was represented in: displays of shells, ships, fish, buds, etc.; plants growing from seeds the children planted; fruits we find in San Francisco.

3. Cooking was an integral part of the curriculum. Each school had a blender, a toaster, and a portable oven. The potential learning in cooking is tremendous--amounts, changes in substances, use of senses, observing what happens when . . . Sometimes a week was spent exploring the many uses that one food has, such as: apples, corn, potatoes.

4. Many materials were provided to stimulate the extension of an initial experience. Attractive, up-to-date reference books with beautiful pictures were available. Typewriters, tape recorders, record players, were available in each school.

5. An attempt was made to provide a quiet place where a child could go to be alone.

> She got lots of things from nursery school, I no have to teach Jan anything at all. She's ready to go to kindergarten because she know how to spell. When my boy goes to kindergarten I'll have to teach him from 1-10 and from 10-20, etc., but I didn't do anything at all this time (with her) because she already learn from nursery school.

. . . .

> So many things, it's hard to really pinpoint it. He's just amazed me. One thing is his vocabulary, just amazing, some of the words that he picks up and he knows the meanings of them and he knows people and understands some of the things like what big people do that little people can't do and etc.

. . . .

> She's had a wider experience than we would have offered her, like with animals, well now we've got as far as a cat, but there's been a constant turnover of different kinds of animals at the school. The carpentry projects are something. 'The tumbling.' 'Yes, all these things are activities we wouldn't have known to expose her to.'

. . . .

> I just think the give and take that she's able to do and using her wits rather than force or some other means, she's really developed pretty good social skills.
>
> And academic too, because mathematically anyway she has quite advanced concepts for her age, she's not only counting, you know, rote counting most kids have learned before they go to school or can learn, but she seems to have concepts of addition and subtraction that are really quite an advance to see without anyone actually sitting down and working with her.

Swimming. During the spring of the second year when the children were nearly all three, the decision was made to introduce a swimming program. The rationale for this was the belief that young urban children (especially those who live on the coast) should become comfortable in the water. Since swimming is available in almost every city and requires a minimum expenditure for "gear" it is an ideal skill to develop.

A survey of the area revealed that the city provided no place for children under five to swim. All pools were too deep. NICE bought a portable pool, installed it in one of the sites indoors, and all three schools used the pool. Swimming was given every day during the summer for all children. Mothers helped dress and undress the children, helped in transporting them, and were in the pool to receive the children. In the fall, the program was reduced but each child swam at least once a week. Nearly every child learned to enjoy the water. Many learned to swim. A film entitled No Diving In Shallow Water was made of the swimming experience. This film gives a detailed resume of the project.

> The introduction of the idea of a swimming pool was first met with a comment that the parents thought we were pretty much a crazy bunch sitting around dreaming up ideas like this. However, as we pursued the idea, more and more people started entering into the conversation. Willie said that she had purchased a new bathing suit three years ago and has not worn it since. And I could be sure that the only place she would wear it was inside the nursery school in assisting with the children in the water.
>
> Marion was very much excited about the idea and went into one of her little modeling acts, and in a serious moment said that she could get into the water and help with the children. The parents seemed to understand

> the importance of exposing the children to water and were at the end of the discussion quite interested in pursuing this and also offering their help.

Year Three-Developing Cross-Cultural Associations

In the in-service program prior to the third year of NICE, the staff again evaluated progress made, assessed the developmental needs of the four-year-old and then devised a program that seemed most appropriate. (See Appendix J) The four-year-old is developing a sense of identification as an individual--which includes self-identification, as a member of a family, and as a member of a specific cultural group. In addition to this need which the staff considered seriously, the climate of the times was emphasizing the needs of minority groups--especially Blacks--for a strong, positive racial identification. This cultural milieu influenced staff thinking as plans were discussed for the third year.

Parents help design program. By the third year, the staff had grown in their understanding of the ways families could be helpful in planning programs for their children. The idea was discussed to focus on cross-cultural associations with an overt, explicit goal of developing strong identity as a boy or a girl, as a Black, White, Oriental, and as an individual in one's big group. Before the decision was made, staff felt parents should be asked to think with staff. As a result, approximately a month was spent with staff and parents meeting together, talking in and out of meetings, and finally agreeing that this focus was one that was needed and could be developed without damaging the original tenets of the project. Some of the concerns that parents had are reflected in the following recorded statements that came from the meetings.

Staff Meeting--November 1, 1968

Parents present were A, B, and C.

1. Cross-Cultural Curriculum Discussion

    a. Group identification--we need to think in the broadest possible terms (i.e., Blacks who have always lived in a city, San Franciscans, second generation Americans, etc.)

    b. West Side Courts is making books-one for each child-with pictures of child, family, teachers (positive models)

    c. Bring in pictures of leaders of all races, also the local grocery clerks, mailmen, daddies at work (identification with things meaningful to four-year-olds)

    d. We need not bring up remote social events to our children. (If T.V. causes them to ask a question, answer it in context-we don't want to answer so much we confuse more).

    e. We need to build something positive for the children to remember in the future. Teaching that all people are worthy translates as "you're worthy, too."

    f. Let's stress the individual--what each person is, is meaningful!

    g. What's vital is the fact that the parents feel good about themselves and communicate that feeling to their children--this matters more than words. The home is the focus-it is the responsibility of our project to get these feelings into the home. Our scope should be broader than just the curriculum in the schools.

    h. Let's try to come out with a publishable statement about how to develop a multi-cultural curriculum.

i. It is clear from the feelings of the parents and the teachers here that what we teach about the group is not so important as how we teach. Each person needs to know his group identity as that is part of his feeling good about himself.

j. We will discuss this again at our staff meeting on November 15, and ask F, H, E, and I to join us also. We will ask each of them to bring and demonstrate a curriculum item that they think a four-year-old would like to know about.

Staff Meeting-November 15, 1968

Parents present were: A, D, E, F, C, and G.

1. Cross-Cultural Curriculum Discussion (Continued)

   a. WSC spent a week introducing the children to aspects of Japanese culture with the idea to keep it simple so that four-year-olds could deal with it and ask questions about what they were seeing. Included in the curriculum were: the record Toshiba Singing Angels, Japanese dolls, cookies which the children bought at a trip to Japanese market, the use of chopsticks, a brush for washing pots which will be kept in the doll corner, paintings that showed Japanese numbers and Arabic numerals side by side. The children learned a Japanese song and dressed in kimonos and had their pictures taken. One of the Japanese mothers is a most cooperative person. She taught us all a Japanese song. And she does it with patience and she showed us how to use our hands and the kids all had a very good time.

G wanted to know if we would be able to answer questions without confusion. How far can we go without teaching hate?

F suggested we give samples of what various cultures have produced rather than try to teach history.

One of the teachers said kids don't always ask questions about what may be bothering them--sometimes they make statements hoping to lead into a discussion.

Research Associate: Sometimes we need to structure the learning situation by asking the questions ourselves.

One teacher wanted to know about his role as teacher--it's sometimes hard to be objective; he has bitter feelings that may come to the surface and he doesn't want to foster hate. The best answer we have for feelings of bitterness is the example of an integrated staff and an integrated school.

Another teacher: Regarding teacher ethics we must solve individual problems before we come into the classroom. On a teacher level we must be as fair as possible.

D is afraid of feelings of frustration; how do these affect children in relation to their friends.

G doesn't want to change the good way things are going in terms of group acceptance after two and a half years of operation.

F is afraid that without preparation the kids won't be able to survive when they are out of the cocoon. There is no right answer and we must try to temper bitterness, but it's false to try to hide the bad things.

A teacher: We need to handle things at age four so that they don't become racial situations in ten years.

Counsellor: We are all committed to teach answers that are opposed to violence.

Martin Luther King's death brought up several things. There was an immediate impact and its crucial to pay attention. We could think about this within the whole context of assassination and reduce anxiety by fitting it into the larger historical perspective.

Teachers attitudes are what's important. We can express things (like bitter feelings) and then correct later--we all do this at certain stressful times.

As teachers and as parents we have a lot to discuss among ourselves before we hit the kids with it.

G suggested we learn about Black Culture and teach about human dignity. She reminded us that NICE schools have always brought differences in and taught about them. We're not really doing anything new, but that if there is a major change in our already excellent curriculum to let her know.

A teacher: We need more meetings like this to discuss our feelings.

Staff Meeting-November 22, 1968

Parents present were: A, D, B, E, and F.

1. Cross-Cultural Curriculum Discussion (Continued)

A positive self-concept is the cornerstone.

Director: Whether we know it or not we are proceeding just by virtue of being cross-cultural schools in the first place. Our attitudes come through in everything we do.

D pointed out how adults react to each other in these times and those feelings communicate to the kids.

B: Our democracy is being threatened because we only hear the militant right and left and the middle people stay quiet.

Teacher: Attitudes communicate. What we feel about certain jobs shows no matter what we say.

Teacher: We should show kids someone doing any job in a good way-someone who's pleased with the performance.

Teacher: To educate is to expose!

One teacher celebrated Chanukah in her school last year as a way of letting the child learn something besides his own background.

Director suggested we use the community resources, such as the African shops on Fillmore or a trip to Connie's to see her bake bread.

Research Associate asked how about a field trip for the adults?

F brought a book of poetry by Langston Hughes and some literature on Hilda Taba's concept of developing ability to think in a child.

B doesn't want the nursery school to get tied up with a didactic curriculum. She wants the teachers to feel free. B's dream is NICE's becoming a pressure group for the public schools.

Summation:

Director: 1) We need to make a conscious effort to use the people in our schools and whatever their backgrounds are in the way of culture and customs. 2) We need to be sure all aspects of the environment are inclusive of all the cultures in our schools. 3) We need to answer those spontaneous questions that come up from the children at the moment in the most honest way. Some staff members feel unable to do this without intruding their own bitterness. Elicit responses from children.

A teacher: We're talking about three things: 1) Adult social attitudes in the world; 2) How Black history has occurred in the United States; and 3) Aspects of different cultures that will introduce something new into the kids' lives, just because anything new they learn is broadening and that is education.

The discussion ended on a question by one of the teachers about which we just began to get staff responses: "How can you separate yourself from your role as a teacher when you feel strongly?"

Cross-cultural processes utilized overtly. Out of the discussion came a pamphlet entitled A Multicultural Curriculum for Today's Young Children: An Outgrowth of a Cross-Cultural Nursery School (78).

The staff worked diligently to put into motion many processes that would build and enrich identification. To summarize briefly, they emphasized such processes as:

1. Building a positive image of one's group. This was done by the:
    a. Self books described earlier in this chapter.
    b. Providing meaningful models of the group. For little children this meant someone whom they or their friends or family knew and discussed. Small groups visited some fathers at work and thus saw first-hand some skilled male models. Photographs of some important people in the news were displayed and discussed.

c. Books, songs, art, films, and artifacts of the various cultures were used in establishing the contributions of the various cultures represented in the project.

d. Parents' awareness of the cultural backgrounds of Blacks were sharpened and broadened by a Black Culture Series.

2. Utilizing differences as a teaching tool:

   a. Foods were highlighted as a vital way of appreciating differences. Chinese, Japanese and Blacks prepared their favorite foods and both adults and children had fun experiencing different tastes. Recipes were exchanged as well as results of attempts to reproduce the recipes. An attitude prevailed that it was "in" to try out strange tastes. This seemed an important first step in becoming open to new and different experiences.

   b. Dress was another way of learning about and feeling with a culture. Some children found wearing a kimona made a difference in how they moved and what they could do. Since a local African shop featured African dress for men and women, children learned the names, admired the beauty of design, and saw their teachers both male and female wearing some of the African garments.

c. Customs and holidays were observed that had special meaning for children. Since San Francisco has a large Japanese population and the Japanese Culture Center was near the schools, children participated in the observance of several Japanese holidays. The Chinese New Year is a time for city-wide celebration. The birthdays of a number of Black leaders such as Martin Luther King, Malcom X, Harriet Tubman, were noted by a story, a song, or a discussion.

3. Utilizing community resources to extend the cross-cultural curriculum.

   a. Special places of interest were visited. These included the Black Book Shop, the Japanese Cultural Center, a Buddist Temple, African Shop, the Western Addition Library, de Young Museum, Black Man's Art Show.

   b. Community people were invited to come to school and make a contribution. These included an all Black junior high school band, a Japanese dancer, a Black movie maker, a White hippie photographer, a White story teller, Black and White guitarists, a Chinese artist.

4. Playing together as adults. The group had come to know each other well enough to play together, to enjoy socializing. Picnics, parties, informal get-togethers occurred spontaneously. The style of "partying" was simple so that nearly everyone could afford to participate.

> I think one of the most important things is his appreciation for other people and other people's differences and I think a wholesome attitude toward minorities, he's had some very poor experiences out here in the playground and I've been able to fall back on his experience in the nursery school. I think having experienced these kinds of things in a positive way, he has begun to appreciate differences and not think that the differences are all bad.

. . . .

> I think just being with all the different children is probably the most important thing that he's gotten, just being exposed to different backgrounds, cultural backgrounds and being with the children every day for this long a period I think is really the most important thing that he's gotten out of school.

. . . .

> She feels so good about school. I don't know if you can measure that. Oh, her concept of race that I guess I didn't handle with the first-born but has been handled with Yvonne. She's very comfortable to tell you she means the white blonde Diane or the brown black-haired Diane and that's good for kids to know. . .

Program for Older Siblings

Even though no resources were provided in the budget for programs for older siblings, the staff soon came to realize the necessity to consider the needs of these older children. During the three years many opportunities were provided the siblings to participate in group activities. These took three basic forms: club activities, tutoring, and counselling. Counselling is discussed elsewhere in this report.

Club activities and tutoring were led by volunteers from San Francisco State College who were fulfilling field work experience requirements. The program began with one student volunteer and expanded until there were approximately twenty students each semester who were either leading clubs or tutoring. These activities included trips around the City, friendship clubs, sports, arts and crafts, and carpentry. Approximately forty children participated in these sibling activities.

Summary

The program of the NICE schools could be described in the context of current controversy as oriented to the individual. The teacher was not seen as someone who stood on the side-lines and observed what was taking place with the beautiful environment that she had created. Nor was she seen as one who organized children for rote learning or the acquisition of fragmented bits of knowledge. (See Appendix K for Time Line of Activities Showing Progression and Appendix L Showing Behavior Time Chart).

The program of the NICE schools was not prescriptive. It was based on the assumption that children who live in poverty homes are not basically different in how they learn from other children so that methods need not be more rigid, more harsh, more inhibiting of spontaneity and creativity. Rather, the program was one that sought to help each child to release his own native ability. This was done by continuous, detailed study of the child, by individualizing learning every day in nearly all situations and by accepting with joy the child's response to being in school. This was done by providing children with highly skilled, trusting individuals in sufficient quantity. This was done by helping teachers learn the skills of knowing what growth is taking place. In other words, a free, open-ended curriculum requires knowing, skillful, artistic teachers if children are to derive maximum learning.

Chapter Seven

PROGRAM FOR ADULT FAMILY MEMBERS

A child enrolled in NICE is a family enrolled. This concept resulted in one of the most challenging and exciting aspects of the program. In the fragmented world of today, seldom does one have the opportunity to attempt to know the whole spectrum of influences affecting behavior, let alone interacting with the spectrum. While NICE personnel were aware that they were working with less than a whole picture, they also knew that their perceptions were much more inclusive than is usually available. Each person associated with NICE knew the unusual opportunity he or she was experiencing by being committed to and working in a family-oriented program. This awareness sharpened the potential for interaction and association.

Family was defined by NICE as any individual living in the household. Thus, family members need not be permanent. They could vary from month to month. They included, in addition to mother who was a constant for each family in the sample, fathers, uncles, mother's boy-friends or former boy-friends, aunts, siblings, grandparents, friends and their children and so on.

Underlying Assumptions

The underlying assumptions to which the staff was committed in working with adults were:

Voluntary involvement was endorsed. The assumption was that if a family member remained uninvolved, he had valid reasons. In other words, an adult did not have to find a niche for himself and fit in. He could remain practically unknown to the school if he so chose. This entailed a non-judgemental attitude by the teachers. The line is very thin between communicating an acceptance of a family member's decision to remain uninvolved and communicating indifference about being uninvolved. It was this thin line that teachers attempted to walk as they interacted with parents and other family members.

Emerging needs. Staff operated on the assumption that adults who are sending their two-year-olds to school have needs which will emerge if given a chance and that these needs constitute the beginnings of a parent program. It was further assumed that from these emerging needs would come not only the content but the process for developing parental involvement.

Real problems. It was assumed that the daily occurrences of a program formed a practical base for the development of parent involvement and that the manner in which these occurrences were handled influences other facets of parental involvement.

Unconditional acceptance for parents is as necessary as it is for children. This assumption was subscribed to intellectually but was most difficult to feel as one saw children being rejected and neglected.

Emergence of a Design for Parental Involvement

The initial formal family contact began with the intake interview which, among other things, was designed to establish each family's involvement and interest in the world outside its door. For most families, being interviewed in such depth was a novel experience and many expressed surprise that the fact of enrolling a child in a nursery school necessitated such questioning. On the whole, however, we learned how much the families took part in institutional life outside the home, something of what they wanted to do in the future, how they spent their time, what they considered recreation, and what they wanted for their children.

The interviewer attempted to communicate the underlying assumptions which the project endorsed. And many families expressed surprise that demands made upon family members were minimal: (1) To get the child to school and pick him up; (2) To obtain medical reports as required by law.

When the schools opened in September 1966, the parents were invited to stay with their children as long as they could or thought necessary. A parents' corner was set up in each school; coffee, magazines, comfortable seats, and other adults to talk to proved irresistible to many.

Dealing with Real Problems

With the opening of school came the first real problems that needed the cooperation of parents. Some parents could not meet the minimal requirement of getting their child to school. Teacher logs during the first three months show the continuing efforts teachers made to enlist active involvement by parents for not only getting their own child to school, but feeling it is important to help other parents get their children to school. Staff had learned during sensitivity training that unless careful planning precludes segregated activity, it is easy for this pattern to develop. Therefore as car pools were being arranged, one criteria was to maximize cross-cultural associations. In the beginning days of the project, one middle-class Caucasian woman who had a station wagon volunteered to bring any children living on her way. This resulted in Black and White, middle and lower economic children riding to school together. Another Caucasian woman stopped by public housing and picked up two sometimes three Black children. As carpooling arrangements were made, relationships were developing.

> Mrs. Stevens was not at the corner with Natalie to be picked up when Mrs. Evans drove by. When she got to school, Mrs. Evans called Mrs. Stevens and then went back for Natalie. The same thing happened when Mrs. Evans took Natalie home-no Mrs. Stevens to receive her. So Mrs. Evans went to pick up her daughter at kindergarten and called Mrs. Stevens again. She said she had been locked out of her apartment. Mrs. Evans took Natalie home. She retained her good humor through it all.
>
> . . . .
>
> It appears to us that frequently in order to get things happening with parents we have to look for openings and supply a linkage. At this point as Jesse and I talked, Timmy seemed to be very drowsy and falling asleep towards the end of the lunch. I said to Jesse, 'Do you have a ride home because Timmy seems to be so tired?' And she said, 'No, I don't.' Then I said, 'Well, maybe some-

body here will give you a ride.' The only one available with a car was Donna and I hoped she would pick up on this clue which she did. And she said to Jesse, 'Well, I can give you a ride home.' And the two proceeded to leave together in Donna's car. To my knowledge this is the first time that Donna has even picked up on a clue like this and ever offered to take another person somewhere. She is really rather insensitive because as she sat around the lunch table today, she made plans with Nanette to have Nanette come over to her house and spend some time visiting with the new baby, and several other of the women were around but she made no overtures to them at all. I wondered how Marion felt, because she had suggested soon after we learned from Donna that she had had a baby that the mothers chip in and get a birth present for her.

. . . .

That evening, I called Mrs. Morton because she and Mrs. Evans are very close now, to ask her had she talked to Mrs. Evans in the last couple of days and she said 'No.' So I told her that she seemed quite upset about something and I wasn't quite sure what and certainly I didn't want her to pry, but maybe if she would just give her a ring since she hadn't talked to her for a couple or few days, that maybe Mrs. Evans needs to talk to somebody. She thanked me very much for calling and said that she would call. She called her and then called me back after about an hour and a half, during which time she had been talking to her, and said how grateful she was I had called her because Evelyn certainly did want to talk to someone and just hadn't felt like bothering anyone with a phone call. The following day Evelyn did come in and she started telling me a little bit about her problems but every time she would go to say something someone would come up or come into the room and at one point I said to her, 'If you need to talk about this to somebody and don't feel you want to talk to me about it, why don't you talk to the counselor?' He was there that day and she said, 'Well I've been thinking about it but I don't know, I wouldn't know how to start.'

"Feeling out" process

As parents came and stayed with their children, they gradually began to participate in the program in a variety of ways. One of the fathers installed a basket swing in the yard, a mother organized the storage closet, another mother helped the children in an art activity, and so on. During this "feeling out" stage many attitudes were expressed by parents which staff acted upon. For example:

> We have concluded that with mothers feeling the way they do about wet clothes that we shall have children wear plastic smocks while playing in the housekeeping area. This is one restriction of freedom that we have made at this time. There is a great emphasis on the part of most about appropriate kinds of clothing for 'school.' We're hoping by meeting them half-way on this issue, to have them move toward us.

Teachers were also learning the areas about which there was a difference of opinion among staff and parents.

> Mrs. Jason tends to do things for the children rather than encouraging them to try out for themselves.
>
> . . . .
>
> Mrs. Smith was annoyed by all the juice that was being spilled and said we should have a 'bad chair' for children who misbehave.

Feelings between the various micro-cultures represented in the school were also emerging and formed the basis for later programming.

> Mrs. Matthews is sure the damage to the playground is the work of the Square people because of their attitude towards 'outsiders' being included in the nursery school.

The Bag Lunch

During the first two months of the project the parental involvement stayed on the level of the incidental, day-by-day happenings. By this time some parents began to push a bit for more organized approaches. Since the staff members often brought their lunches, it was an easy step for a few parents to drop by at lunch time with a bag lunch for a visit. Rather quickly the bag lunch became institutionalized into a once a week affair. The parents knew that once a week anyone who wished to bring a bag lunch would be joined by staff and other parents and their children. These were noisy, casual affairs. Parents had non-threatening opportunities to observe how other parents handled problems arising from eating and from young children playing together. They were encouraged to bring up any questions that were bothering them and they soon learned that other parents were a rich resource for them. The weekly bag lunch evolved in all three schools and continued throughout the project. Many friendships were begun over a bag lunch. Many opinions were shared and plans made for special events.

Small Group Meetings

As specific needs and problems arose, small groups were invited to meet to discuss these mutual concerns. At no time did staff feel it was necessary to have a majority of the parents present in order to have a successful outcome. The bag lunch is a good example of moving from a generalized occasion to a discussion of specific content. During one of the bag lunches in November, the conversation focused on Christmas and the perennial problem of gifts for children.

> The teacher picked up this lead by commenting on the kinds of toys or activities each of their children enjoyed most at school. She then added that she would be glad to gather together the school's toy catalogues by the next week and they might like to compare prices and perhaps order some. A notice was put up inviting all parents to come. The next week a larger group of mothers gathered to peruse the catalogues. The teacher used the time to bring about a discussion of good toy selection; durability, attractiveness, cost and needs to be served. By the end of the bag lunch some three hours later, the group had become aware of the attributes and values inherent in good toys, had decided to order as one group in order to defray postage expenses and had greater insight into the play needs of their young children. For instance, one mother was about to order a five-piece puzzle when the teacher pointed out that her child had already mastered a seven-piece one. The mother then realized that her child was ready for more advanced work. Another mother decided to order a piece of motor equipment even though her apartment is so small she had to store it in a closet when it is not in use. Another small group formed around recreation for older siblings.

A few parents had older children who were finding it difficult to become involved in recreational pursuits in the neighborhood. These parents sought the advice of the teacher in that school and for several weeks, the group worked and planned ways to find suitable recreation for their children.. This resulted in the nursery schools being opened certain afternoons for the use of older siblings. Group leaders were provided so that several small friendship clubs could be formed.

In another school a few of the parents were interested in sewing. The help of the Homemaking Department of the Redevelopment Agency was sought for this group. A room in the YMCA was provided and the group met together until they gained enough skill to feel they no longer needed the group.

Many such groups emerged, lasted until they had fulfilled their purpose, and then disbanded. At first these groups developed because one of the staff heard a need expressed and acted as a facilitator to make arrangements to meet the need. Later parents took the initiative in forming many sub-groups for specific purposes. Sometimes they were for a social or recreational outlet. At other times the groups were for the purpose of achieving some end for the project; i.e., planning a party, making items to sell for a raffle, developing a proposal for recreation for the area, protesting treatment of public housing residents by police...

Participation in the Nursery School Program

Parents were told when they entered the school that they were not required to participate on the floor of the nursery school but that they would be welcome to come and observe and to help if they wished. Some of the parents had had experience in parent participation nursery schools and were looking forward to continuing this experience. Some parents worked and therefore, could not participate. Others said they did not feel comfortable working with young children. All of these feelings were respected by the staff. Each parent was welcomed whenever she came. Interest in their daily lives was expressed. Since there was a place for parents to sit and visit with each other and enjoy a cup of coffee, many parents lingered longer than they had planned. Gradually parents began to see times and ways that they could be helpful.

The staff had had many discussions about the meaning of unconditional acceptance and agreed that however a parent helped would be accepted even though the teacher would have handled the situation differently. Since parents were not"put down," participation became more widespread and more opportunities occurred in which parents began to ask questions. These questions were the content of discussions held as parents brought their children, picked them up, had bag lunches at school, or sought a teacher for a conference.

Parent Education Groups

In one school the request came after a few months for a formal parent education group. One mother said to the director, "Why don't we have a parent education group? Other nursery schools I've known about have them." The director replied that she would be glad to lead such a group if the mother would enlist the participation of parents. The mother named herself parent education chairman and the group assembled twice monthly during the nursery school hours.

The group came with the expectation of being taught about child development. The director saw her role as a facilitator and stimulator. She asked the group what they wanted to discuss, arranged to have some resource material (pamphlets, books, films, visiting consultants) available and helped the participants to feel comfortable in sharing their experiences with each other. She also shared her experiences which were somewhat amusing to the group since she was perceived as an expert in child development yet was having the same problems with rearing her two-year-old son as they were.

This group of parents stayed together for a year and a half. During that time they dealt with such topics as discipline, appropriate behavior for two and three-year-olds, sibling rivalry, what young mothers need to know about child-rearing, prejudice, and curriculum of the NICE schools, public education, father's role in discipline. In addition to discussion the group utilized role-playing, original writing, creative arts, dancing, films, reports, and problem-solving of real situations.

During the course of one group discussion, each person expressed what she would say to a young person about to be a mother and read her message to the class. One poignant example:

> To A Young Mother
>
> Now you are going to be a mother and it is time to put away childish things. You will be quite lonely and afraid, but all this will vanish when they show you your precious bundle.
>
> Your baby will be a thrill and a challenge not to neglect your husband. Dr. Spock's book on babies is quite helpful.
>
> Assuming the young lady is unmarried. If you're going to keep your child remember your job will be filled with many lonely and fear filled times. But, all things can be accomplished with faith in God. Try to remember that you need a night out. This helps to keep nerves and tension at a minimum and makes a better relationship for your child and you. Try and do as many things as possible with your child.

In doing some role-playing on the subject of prejudice, the feelings surfaced that the public housing mothers had towards the mothers who lived in the Square. Just prior to the meeting one of the mothers in the Square had had a party for the parents. As the role-playing was being discussed, one of the Black public housing mothers said, "I'd like to know how all of you felt going to the party. Well, I'll say first. I was very uneasy." All of the public housing mothers expressed fear and discomfort about going. They told how they dreaded walking up to the door and then, "Your husband came to the door and he was so happy to have us that we all relaxed and had a good time." The hostess of the party is a very quiet Caucasian woman. The Black women told her they didn't know how she felt toward them because she was so quiet. After the meeting, her remark to the director was, "I had no idea they felt like this toward me. I had no idea what a handicap it is to be a non-talker."

These mothers became a very cohesive group. They were able to meet many crises during the three years and not pull apart. The other two schools requested parent education meetings, but apparently they didn't have the same need as this group of parents had; for in the other two schools, the meetings did not have the depth of involvement and feeling.

Parent Training Classes

As more parents became involved in working in the nursery school the idea emerged of training parents to be teachers of young children.

This marked a sharp turn in parental involvement. Up to this time the major effort in small group meetings, bag lunches, and parent education groups had been an examination of the role of mother (or father) in child-rearing. Now the concept was how to be a more effective teacher of your child and of other children. At this writing this particular concept seems a sounder base for parental involvement. Perhaps mothers know as much about mothering as professionals and do not need the advice that is so generously laid before them. As one mother stated:

> Sometimes people give advice to help solve one's problems. But such advice--being confusing most of the time--does not always work in this person's case. In short, I am most successful with my own ideas and thoughts.

Professionals, however, should be expected to have competency in teaching mothers or fathers how to be more effective teachers of the young. This was the focus of the training programs. Three classes were held--one the Spring of 1968 and two the Spring of 1969. The latter two carried Extension Credit at San Francisco State College. Twenty-three parents and six staff members participated in these training classes. The director and one of the research associates taught the classes. The tone for the first class was set by the letter on the following page:

January 16, 1969

A letter to parents about what your child learns from you...

Dear Parents:

You are your child's most important teacher. Did you ever stop to think what life-long learnings come from you? First of all, he learns the feel of mother as you feed him, change him, bathe him. He remembers this always. From you he learns how much he can trust the world. He also remembers the sound of father's footsteps as well as mother's.

Then he learns his language from you. His voice tone and the way he pronounces words will be much like yours. What he first talks about will be what he has heard and seen at your knees.

Very important is what he learns from you about how you feel about people. If you are friendly and helpful and think people are pretty fine, he is likely to feel this way too.

He learns very early from you how you feel about him. If you feel your child is just great for a two, three, or four-year-old, he'll feel great about himself. These attitudes that he "catches" from you when a child, he is likely to keep for all his life.

So, because you are your child's most important teachers, we welcome this opportunity to think with you and to share whatever we know about children so we may all do better that which we do each day.

In this class everyone teaches. We all learn from one another. Our job will be to make this possible by organizing the course and making available the books, pamphlets, people, experiences we need to do our work well.

I have talked with each of you personally and you have told me your hopes and expectations from this course. The rest of the materials we will discuss today are based on what Mary and I think you said you would like. If you have suggestions, please let us know so that this course may be what you want it to be. It is your course. We are here to help you.

Love,

Mary B. Lane

Mary B. Lane

The classes met for two hours once a week, for fifteen consecutive weeks. The instructors used very similar teaching methods and materials to those they use in their college classes. Built into two of the classes was the stipulation that each participant spend one day a week at the nursery school trying out ideas discussed in the class. This was impossible, with the third class since it was composed primarily of working parents. This attempt to weave together theory and practice proved very helpful. The head teachers were kept informed of class content so that they could be helpful in implementing the practical applications. Another feature of the classes was a child study. Each individual selected one child to observe for a few minutes each week and to record his behavior. These observations were used in class where they furnished much rich content.

The desirability of sharing one's self with the class was established at the first session when each person spoke for a few minutes about some important events of his life. The instructor tried to set the stage for sharing of feeling by stating the importance of coming to know each other and understanding how different members feel about things. She emphasized that we are all teachers since each one has something to teach others. The instructor then told of some of the important happenings in her growing-up period, how she lost her parents as a young adolescent, and some of the events of her professional life.

This was followed by each person sharing in a very meaningful way. As people talked they identified some common experiences that served as bridges to further understanding:

Well, I was born and raised in Louisiana. It was a large family, thirteen of us. It was out in the country, something like a jungle with alligators around. I finished high school and I wanted to go in the army but my auntie talked me out of it. Then my mother died and I didn't think there was no reason to stay back there so I started out on a bus. I went to New Mexico and it was funny how people live in little mud houses but I didn't see any Indians in Arizona when I came through. And the first time I saw a mountain was when we came through the mountains and I was scared. I wanted to go back to where I had come from but I had gone too far to go back. This is the only place I've been since I've been in California. I wouldn't ever want to go back now, but I don't think I will ever forget how it looked.

. . . .

My mother had only one child for a long time and she and my daddy separated and she remarried and I have a little sister now and I don't know where she is. My mother passed when I was eleven years old and I had to live with an aunt or a grandmother who was very mean. Then I worked awhile and met my husband and we started going out and I got married. Well I had five kids and I like to flipped when I had this one 'cause I thought I was through.

. . . .

I was born in a small town in California and I have an older sister and we lived there for twenty-one years. I don't know that it was so great. I think it was kind of a narrow existence. This town is very conveniently segregated and as I look back on it I think it was really sad. I grew up with the same kind of kids and everybody was just alike and that was it. And anybody who was different was really odd, so I really had a narrow background. As far as relationships in the family were concerned, they were really very poor. My sister is two years older than I am and I was always fighting for recognition, fighting for first place with my parents. My conflicts with my sister were never resolved until she got married and moved out. Then I got married and the competition has started all over again with our children...I had a boy and she's always wanted one so this thing just keeps on building up. It is just always with me.

From the sharing that took place, the group realized that some of the experiences shared by many in the group were that:

1. Many had grown up in a place different from San Francisco and moved as young adults.
2. Many had experienced segregation in the deep South.
3. Many lost their mothers while quite young and had the experience of being cared for by another member of the family or being partially neglected. This often changed the direction of one's life.
4. All of us have dreams of what we would like our children to become.
5. Many of us tend to look at our early childhood with a great deal more joy and pleasure than we tend to look at our later childhood.

Prior to the beginning of the classes, the director had a conference with each person wishing to enroll to determine what each one wanted to have included. These responses were then summarized and fed back to the class so that everyone was aware of the purposes each had. The purposes of one class were:

Purposes:

1. To learn more about myself, my children, and my environment
2. To become able to speak out and to express myself and my ideals
3. To gain three credits
4. To learn how to work with my own kids
5. To learn how to relate my ideas to others without hurting other's feelings

6. To open some new doors
7. To get additional help in English and spelling
8. To learn more about disciplining my children
9. To understand the inner thinking of children
10. To get understanding of meaning of painting
11. To understand parents better
12. To increase communication among parents and to learn from each other
13. To learn more about group dynamics
14. To understand nursery school structure
15. To understand what happens to children as they grow and leave our nursery school
16. To understand child's development of identification and what causes tendency toward homosexuality
17. To study place of food in the nursery school
18. To learn how to tell stories to children
19. To learn what interests children at different ages
20. To become a better teacher for my children
21. To increase my confidence
22. To prepare myself for future work

At the first class session, after the sharing of feelings, the combined purposes were organized into a tentative program for the class. Priorities were set; materials that would be helpful were discussed; and the class members began to feel a sense of being together in their efforts.

The instructors were responsible for introducing ideas in the areas being studied, but a major part of class time was spent in discussing the participant's experience on the floor of the nursery and their child study, and in answering questions raised by someone in the class. Some time was spent in helping individuals develop skills in reading, writing, spelling, and speaking. Mothers and fathers soon learned that other mothers and fathers had much to teach them and that they could experience shoulder-to-shoulder learning with joy and appreciation of each other.

> This was our course (I loved it). In it everyone taught and we all learned from each other. I loved the freedom and feel a real part of the class.

One of the teaching strategies that proved successful was asking class members to recall experiences of their childhood and interpreting these experiences as of today. For example:

> What memories do you have of arguments with brothers or sisters? How do you feel now about your brothers or sisters?
>
> When you think about playing as a child, what do you remember? Can you recall any of your feelings?

Another strategy was asking participants to observe for something very specific for five or ten minutes. These recordings were then read to the entire class and discussed:

> Write down an example that happened in your home of one new thing you taught your child this week. Please record how it happened, questions child asked and your answers.
>
> . . . .
>
> Observe one child (not your own) in nursery school for 10 minutes. Write down everything that happens. Make a running account of it. After doing this, draw a line across page and record what you've learned from this observation.

A third strategy was asking other parents for information about a topic.

Assignment for January 23

Talk to three parents not in this class and ask them these questions:

1. What problems do you have with your children?
2. How do you handle these problems?
3. Why do you think you are having the problem?

White a short paragraph giving your responses to what you have found out.

Outcomes of Parent Training

Many outcomes resulted from the parent training. Some were designed. Others just happened. As has been stated earlier, the project became a unified endeavor whereas before it had been three individual projects with common goals. The feeling of "my school" came to have less significance as friendships were formed among parents from different schools (See Appendix M for Summary of Evaluation of Parent Training, Spring 1968).

Several parents developed the degree of competency that qualified them as teacher aides. The NICE project utilized their services during summers when student teachers were not available. Some were employed by other schools. After NICE ended and the Cross-Cultural Family Center was formed, five of the mothers became teaching assistants in that nursery. They are employed today and receiving a salary that is the going rate for the kind of assistance they give.

Cross-cultural associations were stimulated, for people shared enough of their feelings with each other in the class sessions to cause a natural flow of associations outside class. This was encouraged by staff reinforcement.

> I had a coffee hour in my home with Mieko demonstrating flower arrangement to a group of us. We were all enthusiastic about learning this lovely art.

. . . .

> The meaningful group interaction and exchange of ideas cut across all lines of color, economic status, or whatever.

My actions and reactions have seemed to be more positive and more productive. I truly feel this is a result of not only the class but of the nursery school experience as a total experience.

. . . .

Learned so much more about individual members, especially the Negroes--their upbringing, problems, beliefs, and feeling akin.

. . . .

Madeline and Marion began to talk about the fact that Ida had said that she would like to play with Kelley some day at her house. And Madeline picked up on this very positively, and said, 'My, that's a great idea. We should get them together some afternoon.' And they talked about the children napping and the fact that they could probably not get together until three o'clock. Madeline very promptly offered that she would be glad to come down to Marion's and to get Ida and to bring her back from about three to five. As the two women walked to the back, Madeline again reiterated that this would be a good idea and maybe they could get together one day next week. Marion very quickly said, 'I'll come along too, just so she is no trouble to you'. And I feel strongly that it isn't so much the trouble she is concerned about. But maybe she would like to get together with Madeline also. And this is how it was left. Madeline and I talked for a minute, and I said that I thought this was a very good idea and that people might want to begin to do this with summer approaching and maybe for the month of August; getting the children together; visiting in each other's homes. I said to Madeline, 'You might begin it next Thursday when both Marion's daughter and your older daughter are on the sibling trip by having Marion over.' And she bit at this very hard and said, 'That's a good idea. I am going to call, and that's when we will get together'. We are beginning to listen to these kinds of openings to help the ideas of parents to be carried out by them and feel that they might need our encouragement and help in organizing this kind of thing for themselves.

The parents and teachers in each school had a large body of common concern which they could discuss with ease because the parents had been there too.

> I have learned more about child-rearing and about the nursery school child and my need to listen to him and treat him as a person--that so much that we as parents say and do has such a great bearing on his building a sound self-concept.
>
> . . . .
>
> The idea of multiple hypothesis for dealing with problems seems an extremely useful and practical tool.
>
> . . . .
>
> I learned the problem-solving process for dealing with difficulties with the girls.
>
> . . . .
>
> One of the mothers speaking to the Head Teacher:
>
> I think we need to help her since she is going to be around him most of his day. In fact she doesn't have to do this. I think she thinks she is doing a good job by continuously nagging him. Do you know, to think I used to be that way. You know. Things are going to be so much easier next year. Because by then the mothers are going to know about what to do and how to work in a school. And it's just going to be a breeze.

Parents developed considerable confidence in their own resources. They began to accept the validity of their own experiences as dimensions for growth.

> I understand myself a little more. The session on sibling relationships was especially helpful as I look back on my own childhood and think of reasons why I am what I am. I was never so aware of the importance of self-concept as I have been these last few months and I have done some re-evaluating--especially after one member's frankness about her high self-concept.

> I came to know the other people in the class on an intimate basis and learned that they, too, have problems with their children--even our instructor.
>
> . . . .
>
> I feel I have a more realistic understanding of what a pre-school child can do, thus more realistic expectations of small children.
>
> . . . .
>
> I have become more confident handling children, my own and others. The class has awakened in me a desire to be not only a successful parent, but also a success in working with other children.

Social Work Program

The social work program was another thrust in developing a family oriented program. The social work program was introduced to NICE in June 1967 when funds became available to employ a psychiatric social worker half-time to function as family counselor and liaison between the project and the community. Social work was conceived as an integral part of the total experience, providing direct services to individuals and families, consulting with staff, and representing the project in community outreach and in self-help groups.

During the second and third years, several social work students from the undergraduate and graduate programs of the Department of Social Work Education of San Francisco State College were placed under the supervision of the NICE social worker. They performed a variety of social work tasks depending on their skill and level of professional development. These students and the NICE social worker are referred to collectively as the social work staff.

The social work program was based on several assumptions that were consistent with the aims of the project. These are discussed below:

1. Services should be available quickly and with little or no "red-tape" in obtaining them. Calling for help was made as simple as possible. No forms or complicated procedures were required. A parent needed simply to call the family counselor directly or request that the teacher call him. Appointments were made as quickly as possible and were often held in the home or the school at times that were convenient to the individual. For many, this meant evening or weekend appointments, rather than the "normal" business day. The availability of social work help was brought to the attention of the families frequently through letters, bulletin board announcements, and personal, informal contacts with the parents who were encouraged to seek help if the need arose.

Some of the most effective service was provided in these informal contacts between parents and social workers. A few examples will serve to illustrate this.

> While the social worker and a few mothers were in the kitchen of the nursery school, sharing coffee and small talk, he casually mentioned that one of the social work students was particularly interested in learning to work with the entire family unit. Mrs. Shaw picked up on this and said she would welcome some family counseling from this student because her son was having nightmares and she and her husband were upset and perplexed

> by his behavior. This was arranged and the student worked with the family for three months to help them resolve some family problems and the boy's symptoms gradually subsided.

. . . .

> Mrs. Herman had been helping on the floor of the nursery school and she was apparently somewhat overwhelmed by the activity of the children. She casually proclaimed to the social worker how glad she would be to return to work to 'get away from all this.' This led to some discussion about her plan to get off welfare to work as a hospital orderly. The social worker, who had a broad knowledge of welfare procedures, informed her that she might be able to return to work and not lose all of her welfare benefits. She was interested in that possibility, especially in retaining medical benefits under Medi-Cal and asked the social worker to look into it for her. He called her welfare worker who examined her welfare grant, calculated her anticipated earnings and deductions and announced that she would be eligible for the medical benefits even after returning to work. Then she asked me if it was possible for her to get some counseling, even through one of the student social workers or the family counselor. She said,'There are so many things offered in this program, that I've never asked for anything. But I really need some help, and I'm going to have to stop going to my therapist at Kaiser because we can't afford it anymore. But my husband and I both really need to talk to somebody about discipline. And I'd like somebody to come tonight that can talk to both of us at the same time.'

2. Social work help should be directed towards the immediate need with maximum help being given towards resolving the most urgent problems, one at a time. This assumption, borrowed from Purcell (95), and others, states that short-term immediate and effective help, promotes growth to the point that the individual's own inner re-

sources permit him to resume his functioning. It is based on the idea that there are numerous crises and stress points in an individual's life for which he may need help at that particular time, but that he may be able to function quite adequately in between. Therefore, long-term and traditional psycho-therapeutic models are not appropriate under such circumstances.

> Mrs. Kelley was unhappily married to a man with a long history of serious mental illness. Since she was foreign-born, without family or friends and unfamiliar with any of the institutions and services available to her, she felt dependent on her husband and trapped in an extremely frustrating and destructive situation. Her interest in the nursery school program began to waiver and she increasingly withdrew to her own home. After several perfunctory efforts to invite Mrs. Kelley to assist in the nursery school, the teacher, on the advice of the social worker, went out to personally talk with her and arrange to drive her to and from the nursery school for a few days. Mrs. Kelley reluctantly agreed and her visiting the school was the beginning of some major changes in her life. Other mothers befriended her. She found that the children responded to her warmth and even understood her broken English. The teacher carefully provided her with concrete tasks to undertake which she mastered quite easily. She became less depressed and found a useful role as an aide in the school. As her trust in the teacher grew she began to relate some of her personal and marital problems to her. A social worker was assigned to deliver the Home Task to her and developed a relationship in which Mrs. Kelley could share some of her problems. The social worker arranged for her to obtain a sewing machine with which she could sew some children's clothes and do mending and alterations for some of the parents in the program. She began to earn some money and found that she really enjoyed the independence that a few dollars a week afforded her. In the course of her visits, the social worker had informed her that she could receive financial help from the welfare department, but carefully avoided

> pressuring her. Weeks later Mrs. Kelley informed the social worker that she would like to apply for welfare and that she was ready to leave her husband. Both the teacher and social worker provided concrete assistance to her in obtaining legal services and welfare aid. Several months again passed by, when Mrs. Kelley discussed with the social worker her housing needs. She was living in a low-rent public housing development at the end of a long, dark corridor near a stairway landing often used by teenagers as a gathering place. Often they would tap on her windows and door and threaten her. She could not tell whether they were playing or were serious and she became frightened. She had talked with other tenants but received the message that there was nothing she could do about the situation. She requested help in finding suitable housing. The social worker provided this help in a variety of ways--helping Mrs. Kelley to think through her housing needs and financial resources, providing assistance--transportation, babysitting, locating and visiting apartments, and obtaining necessary information about her welfare grant that related to her impending move. When Mrs. Kelley succeeded in finding appropriate housing, she arranged for her own moving and obtained some outside financial assistance to cover the extra expenses involved. In succeeding months, she requested help in improving her English and finding employment.

Thus, the pattern emerged of stress--needing help--seeking help--using help--restoring functioning--new stress. No effort was made to develop a plan for total change; but rather goals were set within the framework of what was the most urgent need at the time, permitting maximum self-functioning in-between. Of course, the interventions were based on a sound psycho-social evaluation of the individual and her strengths and weaknesses. In fact, such an approach demands an even greater diagnostic skill on the part of the social worker since he does not have the luxury of time on his side and since he is often operating under considerable pressures.

3. A range of interventions, flexibly used, should be available at all times. The social worker in this project had to be a "generalist" insofar as he was dealing with a range of people with a wide variety of problems and situations. He had to be able to assess the need and employ the most effective and efficient problem-solving intervention method. This could mean casework, group work, or community social work. It often involved several approaches with one family or one individual. At times it meant that the social worker assumed a new and unorthodox role. For example, one parent had severe multiple problems, which precluded all efforts to help her, even to being unable to bring her child regularly to the school. After repeated efforts to reach this mother had failed, it was decided that the social worker would bring some nursery school materials to the home to assist her in stimulating her child's development. Since this parent did accept this arrangement a small amount of progress was made during the ensuing months.

In dealing with the expressed problem of inadequate recreational facilities for school-age children, the social worker utilized different approaches. In this area he began with a community action approach; next he developed a group work approach; and finally moved into direct casework. All of these were suitable interventions for the circumstances.

4. The social worker's role was conceived as representing the families in NICE as their intermediary with the community. In this role he often became the family's advocate or social broker in dealing with the bureaucratic institutional red-tape of clinics, social agencies, and schools. When a family sought help from an agency, the social worker often had prepared both the family and the agency for their contact, providing each with enough information to make a good beginning. At times this approach made for a successful referral and maximum use of agency services. In some cases, unfortunately the agency failed to perform and the contact was less than successful.

> The dental screening program revealed that Johnny urgently needed dental treatment. His mother was encouraged to arrange for his care at the local dental clinic. The social worker talked to the dental assistant who described what Johnny and his mother could expect there and this was shared with them to allay some of their fears. When they appeared for their appointment, nothing went as it had been anticipated and Johnny became increasingly tense and upset. When it was time for him to go into the dentist's office, he clung to his mother who indicated that she could quiet him down if she could be with him in the office—an eventuality which she had been led to expect from her talk with the social worker. The dentist refused to permit it, sent her out to the waiting room, brusquely sat Johnny in the chair and proceeded to try to treat his dental caries amidst this screaming and struggling. When the traumatic ordeal was over, Johnny's teeth were repaired, but his psyche was injured and his mother's sense of trust was quite impaired.

Similar examples occurred and often enough in the program to represent a significant finding in terms of the delivery and utilization of health and welfare services.

Outcomes of Social Work Program

Thirty-nine families received services for some form of problem, running from serious marital difficulties to chronic absenteeism from school. These thirty-nine families represented all the socio-economic levels, housing areas, and racial groups in the project.

Services that were provided ranged from providing information to Mrs. Brown regarding a hearing clinic at San Francisco State College to extensive direct play therapy with an autistic six year old, John, awaiting placement in a special school for the emotionally disturbed. Brief counseling and referrals to community agencies were the most common service provided. Advocacy was employed in cases requiring this form of assistance.

> When Mrs. Leighton decided that her chronic, psychotic sister required treatment as long as she was living alone in the community, she asked for the social worker to help her sister obtain this. The sister, Miss Tilden, was receiving AID and her welfare worker had never evaluated her social situation, although it was learned that a recent psychiatric evaluation recommended out-patient treatment and had suggested a fairly good prognosis. The social worker insisted that the welfare worker make a home visit and evaluate Miss Tilden's total situation. When the welfare worker balked, a complaint was made to her supervisor who assigned Miss Tilden's case to another worker, whose case load was geared to providing more intensive service to clients. As a result of that worker's home visit a rehabilitation plan for Miss Tilden was worked out, which involved psychiatric treatment.

Group work was used in several instances, necessitated by the lack of recreational services for children, especially in the seven-to-twelve year-old range. Several groups and clubs were organized for boys and girls to provide them with a range of activities, opportunities for leadership development, and a relationship with trained adult leaders.

In other services to siblings of the nursery school children, the social workers provided casework treatment, tutoring, and referrals to summer camp.

Summer camping. Special mention should be made of this last service since it involved a sizeable number of children. Private children's camps interested in integrating were willing to offer substantial scholarships to minority group youngsters to enroll. In some cases, parents desiring to take advantage of this opportunity had to raise some of the tuition. They arranged for a Flea Market to raise some of the money, applied pressure on their welfare worker for money and arranged subsidies from the Consumers Coop of Berkeley for the rest. As a result, in two summers, fourteen children attended camp for a total of fifty-eight weeks. At $100 a week (the regular tuition), this represented a $5,800 contribution of private agencies in the development of inner city youngsters. All of the children who attended had excellent growth experiences. For some it represented a tremendous step in the direction of independence from home and family. For others it meant living for a period of time in decent housing with good food and plenty of adult supervision. Others made friendships which extended throughout the year. And for some it represented simply a pleasant and happy time in the country.

In terms of processes that seemed to lead to the greatest returns, working with individual families around problem-solving experiences, provided the most impetus towards growth and competency. In this view, the relationship between social worker and client became the bridge by which the client began to assume greater control over his own life. This was especially true if agencies in the community to which the families related for various services, responded positively and effectively. However, when agencies failed to meet the needs of the families, they usually responded with frustration, withdrawal, and resistance. The most negative responses were to the welfare department and their impersonal bureaucratic workers. Although parents who had difficulties with welfare were encouraged to join the local Welfare Rights Organization, none of them did so. There was no effort to organize those welfare parents in the project into their own action group, a serious strategic error, looking retrospectively.

Parents using child guidance services for their child's emotional problems generally were not satisfied with the contacts. Of the seven families who used such services, three complained about not obtaining the help they were seeking. These complaints had to do with lack of understanding regarding the role of the parent in the child's treatment program. These three parents, all in the lower socio-economic strata, may represent a rather typical reaction to a rather typical middle-class agency service. Had the agency primarily focused on the child and found another way to involve the parent, they might have been more successful. Or had they involved the project social worker or teacher, who already had a trusting relationship with the parent, the service might have been more effective.

Social Affairs

Another aspect of family involvement was the sociability that occurred. As in many other aspects of the project, at first the staff initiated school-related social functions, such as the film festival. Christmas parties were held during the Holiday season that involved both children and parents. Picnics were held in the Spring or Fall. Soon parents were saying, "We want a party just for the adults." During the first year these parties tended to be held in the schools. Thereafter, they were held usually in someone's home. Each school had two or three parties a year. A project picnic was held each summer.

As people became acquainted, small social groups formed. Many of these were cross-cultural and some are still functioning.

> The all-school picnic on June 20 turned out to be a great one in spite of all the many hassles we had about changing dates and changing picnic sites and whether or not we were going to have a bus. Everyone mingled together from all three schools and it was a very warm, pleasant feeling the whole day. Some children rode the horses and there was a handball game--baseball game, rather, with the men.
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> On May 5th our mothers had planned to have a meeting at 9:30 to plan a summer program plus a party. They decided to have a meeting of all the parents on the following Tuesday and that they would handle the meeting because it would be a big meeting and we would have to be with the children and they would discuss it with the parents, but, they wanted us to call them all, so we did call every parent, and fifteen families were represented. They worked out a complete schedule starting with May 22nd when our students no

longer come. Then they are going to have two parents on duty every day and starting June 17th when we not only don't have students but we will have extra children around. They are going to have three everyday, and they laid out a schedule and had everyone sign up and check off days that they could come. The party plan was for June 3rd. The idea of the party is to say goodby to our student teachers and it is going to be at 9:00 at Mrs. Paulson's house. They took notes on the meeting and gave them to us which we will attach to our log. Each mother is going to donate a dollar for the party refreshments but they want us to furnish chili, potato salad, punch and beer. We have talked about that and we are going to cut it down a little bit. They also have a note on here that the mothers may dress in any way they wish.

Yesterday Mrs. Morton told me that she was planning on making a new dress for the party. She feels that she so rarely has a chance to get dressed up that she really wants to make a fancy cocktail type dress. She asked my advice about what type of dress she ought to make for herself and she was complaining that not too many things look nice on her because of her big hips and so I said that an empire dress might look very nice and she seemed real pleased with this idea and is going to go look for a pattern.

The meeting was run entirely by the parents alone. All plans and everything else that came out of it, came from the parents. I found that Jane had to be out that day and we had thirty-two children because each parent brought a sibling or another child and I had planned to go back in the meeting. So I called Sally and asked her to send a student over to help out, but Sally came. Mrs. Morton was very angry with me. She told me that the children come first and that I had no right calling for help and that I should have gone into the meeting and gotten one of them. This morning, during sewing time, Mrs. Miller came to me and said, 'Now listen, if you need one of us, you get us--don't you dare call anybody.' So apparently the parents just want to feel that our school is self-sufficient, and they are going to handle everything and not depend on anybody else because when we were explaining the problems to them about the summer and before they had even worked out any program, they said, 'Now Mary, don't you worry about it. It is going to work out. We will see that it does.'

Parent Advisory Council

By the end of the second year of the operation of the nursery schools, the parents were involved in many ways in the project. Many of the mothers were working a day a week in the nursery schools. They had received training in teaching young children and were judged by the staff to be competent enough to operate the schools one day a week. This they did on Fridays, with the assistance of Experienced Teaching Fellows who were in a graduate program at San Francisco State College. There were several initial reactions to this idea but after it was tried nearly all mothers found it a challenging experience.

> Today we saw the mothers for the first time after their first Friday attempt of running the school without the teachers. They were very pleased with themselves. It had been very easy. They didn't know why there had been so much complaining and grumbling about it. And in fact, Mrs. Franklin mentioned that there were so many adults around. There was just not enough to do for everybody. So her children were tired and she took them home at 11:30.
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> At this point she said that she was really upset that people did not see themselves as important teachers of their children, and that didn't they realize that their children can learn the most and do learn the most from them. And that this nursery school gives the parent an opportunity to really learn more about how to teach his child. She then referred the group to the elementary school and said, 'Haven't you ever gone there and had them make you feel like an idiot about some question you ask about your child? They don't even give you any information so that you can be helpful to him and treat you as though you don't

> know anything.' She was telling the group that she certainly was not going to relinquish her responsibility to teach her kid, and that for her coming to the nursery school Friday or any other day was just about the same. She assumed her responsibility and felt comfortable in the school.

Parents were involved in assessing the program of the public schools in an effort to know the kind of program their children would be entering. Many were receiving counseling or tutoring. The older siblings of many of the families were involved in friendship groups.

The staff had discussed on a number of occasions the desirability of the parents being more intimately involved in decision-making relative to the project. Up to this point parental involvement consisted of seeking reactions to pending decisions prior to implementing them. The time seemed ripe then to find a structure for developing parental decision-making processes. The Head Start model seemed an appropriate one.

It was suggested that the parents of each school name four representatives and two alternates to a Parent Advisory Council. The process for obtaining the representatives was left up to the parents. A variety of methods were used. One school asked for volunteers and took the first four. Another school held an election and the third school sat around and talked about which four they wanted to have represent them.

On May 9, 1968, the representatives assembled for the purpose of organizing themselves. They didn't want to elect officers. Some thought they didn't need officers but after some talking they decided they did. They talked a while longer and one person volunteered to be chairman.

This seemed to be what everyone was expecting. It was a remarkable demonstration of non-contrived consensus. The meeting ended with plans for another meeting soon to determine agendas and with an air of expectancy that parents voices were to be considered with equal status to the staff's.

The PAC quickly began functioning in an advisory role. The time for applying for an extension of the grant was at hand. This gave the PAC a tangible task that they were in a better position to implement than was the staff. During the spring the PAC worked long hours to design a questionnaire to survey opinion about a follow-up grant (Appendix N). In fact while the rest of the nation was glued to their televisions watching the funeral of Senator Robert Kennedy this group spent the entire Saturday working on the questionnaire and comforting each other in this moment of extreme crisis. After spending the day together, they decided they couldn't get what they needed from a questionnaire. So they called a general meeting of all NICE participants to discuss the issue. The turn out for the general meeting was excellent. Individuals spoke about their need to stay together and pledged money to help provide financing for the planning necessary to develop a program. The consensus favored overwhelmingly a self-help family center which would utilize professional help in the beginning and gradually phase out the professionals as family center members developed enough competency to manage the operation.

They decided the best way to develop an understanding and agreement about what they wanted was to have a series of "koffee klatches" to discuss in depth the interests that NICE parents had in continuing after funds for NICE were gone. During the summer, groups of parents met together and discussed at great length their hopes for a family center--a place that would have something to interest all members of the family. Hopes were high and interest was keen. Staff was consulted about their willingness to continue with the group. The amount of hard work and parental interaction was unbelievable once the parents saw themselves as a fully functioning part of decision-making.

As work on the proposal proceeded during the fall months, PAC began to feel the need for more structure and procedures than existed. This became another part of the development of the PAC.

During the 1968-69 year PAC carried out the following:

Participated in designing the Cross-Cultural Family Center proposal

Participated in two site visits from NIMH

Participated in a Faculty Program Series of San Francisco State College entitled The Battered Child

Planned and implemented a meeting with the kindergarten teachers and principals of the elementary schools to which the NICE children were going in the fall

Designed and held a Black Culture Series

Made the decision to form a non-profit corporation and became incorporated

Developed criteria for membership in the Cross-Cultural Family Center (CCFC)

Developed program for CCFC

Developed plans for financing CCFC

Selected site for CCFC

As these processes were carried out the feelings of the parents could be compared to a roller-coaster. High hopes prior to the site visit by NIMH; anxiety for the next few weeks until the message came that the proposal had not been approved but that we could alter our proposal; unbelieving despair that their work was not supported; rallying for further work to be done; more meetings and decisions; another proposal submitted; ultimately the final rejection which in a sense relieved the group. Now they would have to make plans of their own. They knew the road ahead was rocky and steep, but at least the life of the Center was not to be dependent on an outside, poorly understood force.

As the NICE project drew to a close the parents had taken all the important steps necessary to ready themselves to begin functioning in September 1969 as a non-profit Cross-Cultural Family Center. They had two sites from which to choose and the decision was difficult. They decided to accept the invitation of the Unitarian Church to use a new educational center just completed. Thirty-three of the original families of NICE elected to belong to the CCFC. Five members of the staff donated time and talent to help the Center become a functioning reality.

The program as it has operated for over a year and a half consists of four components:

1. Nursery school for children ages 2-5.
2. Kindergarten Supplement program for children in kindergarten.
3. Club program for school-age children.
4. Adult program.

This program has existed without funding from private or public funds. One small grant from the Rosenberg Foundation enabled the parents to enroll in a toymaking class for the purpose of learning what constitutes a good toy. This grant resulted in eighteen people being trained, the creation of a dozen or more toys and games, a booklet entitled Collect, Put Together, and Play and a colored movie entitled A World of Playthings, One toy was marketed this fall for the holiday season.

THE UNDENIABLE EVIDENCE OF THE EFFECTIVENESS OF THE NICE PROJECT IS THE FACT THAT THE PARENTS OF NICE, HAVING DEVELOPED ENOUGH SOCIAL COMPETENCY AND INTERGROUP ACCEPTANCE, ORGANIZED AND IMPLEMENTED A CROSS-CULTURAL FAMILY CENTER WITHOUT EXTERNAL SUPPORT. The Cross-Cultural Family Center has not only kept itself in existence but was chosen as one of the thirty-four promising programs to be prepared for the White House Conference of Children, December 1970, (77).

Community Outreach

The general aim of the project was to assess the effects of a cross-cultural nursery school as an instrument for promoting mental health in a community that is being subjected to the stresses of redevelopment. As the program developed through the three year time span, there was no doubt on the part of participants that the nursery school had contributed to their mental health. They perceived themselves as more socially competent, more effective parents, wiser consumers of the community resources, more able to be in charge of their own lives, and more accepting of people different from themselves. A few statements representative of most of the responses document this far-sweeping statement.

> I guess we was all in sort of a shell and seemed like it pulled us out of it. I was real shy and I had backed off from it quite a bit. At first I didn't want Sherry to attend, I told her I would think about it and then after she did start going, if she would just come up with a little sniffle I wouldn't let her come to school. You know, strange place I didn't know anything about. But going up there myself and seeing the other children and the picnics and different things, it helped the whole family quite a bit because my husband he wouldn't participate and then afterwards he started enjoying himself and even the outings the parents would have, parties and dances, they'd help us to enjoy other people more than just ourselves because we mostly just stayed to ourselves and the children, within the family and not outside the family, and so I have got quite a bit out of it, the NICE program.
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> Always seem like I was sort of downing myself and they always seem to give me more confidence and talk to me and tell me not to feel this way because even with my seven children I was giving them more than some parents that have fewer children that didn't give their children as much. I just feel more relaxed around them, not to feel afraid to ask, they didn't mind you asking questions or coming to see what they were doing with your children or anything and I liked this because a lot of nursery schools I have heard of they say you have to make appointments to go into them.
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> I just think it's a valuable school and it's given me an idea of how school operates and the kinds of skills they have and how they develop themselves, so I really think it's valuable. That's one of the reasons I've tried to work as far as I could on raising funds. Because I think it is a valuable thing that we should have more of.

> First time I felt, as far as the school is concerned, a part or something, I haven't been able to participate as much as I have wanted to, but still you feel--it's like part of a family, the whole school.

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> I heard one friend of mine express that she had never really had any association at all with Black people. The town that she came up in was the sort where you just didn't mix or associate and I think she felt like she really did miss out on something because just like in most races you hear a stereotype of something and you don't really know for yourself. You just take for granted that's the way it is and get to know people and you find out that people are pretty much the same, they might have some traditions and backgrounds and things a little bit different, but when it come down to the children and the life, they pretty much the same.

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> Well, I have changed in my awareness of and hopefully my compassion for other peoples and other situations than my own. I think my experience was very limited beforehand and my thinking was somewhat narrow, not prejudiced, but narrow, maybe naive. My naivete is changing or sort of dwindling, I hope and in doing so I've developed more of a compassion toward people of all different kinds of situations.

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> It really helped me because with the other kids, my aunt...potty trained, so I didn't know too much about this. Now he is really the first baby that I really had to raise on my own, so it was very helpful in that way. Then another way I've enjoyed being around and working with the parents and teachers and co-workers down there, think it's very nice. Then being around the other kids his age, I found out a lot of things about kids, so it really has helped.

The subjective evidence is not as compelling when the influence of the project on community mental health is examined. Perhaps, it was an unrealistic aim to reach for. The possibility of sixty families becoming so resourceful and influential in a total community of 160,000 in three years time would necessitate many strategies that were not undertaken in the NICE project. Some evidence is available, however, to the effect that NICE was a healthy influence in the community. This influence took many forms.

Professionals Viewed as Human

Many of the NICE families viewed all professionals with a certain degree of suspicion at the beginning of the project. They had had painful experiences with teachers, welfare workers, clinic personnel. They tended to assume all professionals were alike. Thus, if their experiences were "bad", others would be too. The self-fulfilling prophecy proved itself often enough to be considered reliable until the NICE staff came along. They were professionals-representing education and social work-- and they didn't fit the expectations of many of the parents. Little by little, slowly at first and then with greater assurance, suspicion was replaced by trust. NICE parents came to know their staffs as human beings who were working hard to do a difficult job, were friendly, were easy to talk to, and could be counted on to come through on their promises and to help in times of crisis. This view of the professionals in NICE was communicated to an ever-widening circle of friends, neighbors, kinfolk. NICE in this regard, as in many others, was a small pebble dropped into the big community pool. How far and how deep the concentric circles were that the pebble created is not known.

> Well, my headteacher is unbelievable, you know. She detects when something is wrong and she'll talk to you about it. She'll help you if she can. You don't even have to tell her about it for her to know that something is wrong, that's how well we've gotten along. I don't have to tell her everything for her to know that something's wrong and she makes it much easier for you to talk about it.
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> I've met a lot of really groovy people and that's made me feel that there's hope for the world. I think there's a lot of important things that are happening in the world and many people just close their eyes and ears to them and NICE is a part of what's happening. There are people who live in an isolation, in an island and they don't really care. They're safe and sometimes as I've found in my family, they're ready to fight to protect what they think is theirs and only theirs, at which point life has no meaning to them. And that's a crime.

Influence in Public Education

The endeavor in which the most effort was expended by NICE was public education. This was singled out for two reasons: (1) The intake interview revealed almost universal mistrust and rejection of the public schools; (2) The public schools have the potential for being the most influential force in a person's life, second to the home only.

By the end of the first year, the parents were beginning to show their concern about what was going to happen to their children two years hence, after NICE. Staff facilitated the implementation of this concern by asking each school to name two people to a public education committee whose function was to take the leadership in examining the issue of public education and keeping parents informed about their roles in the public schools. The second year of the school's operation, the public education committee was very active. Their work consisted of the following:

1. Held several planning sessions to plan their work for the year.
2. Sponsored three meetings of the entire membership.
    a. Buzz groups to discuss parents' concerns and to plan a program of action including visiting local elementary schools, attending school board meetings, becoming active in local elementary schools.
    b. "Tell It As It Is"--a panel of teenagers to discuss their reactions to their own schooling.
    c. "Tell It As It Is"--as seen by Western Addition District Organizer for EOC.
3. Devised a relay system of visitations so that each parent had the opportunity to make two visits to the kindergarten of his local school.
4. Devised an observation schedule to be used when visiting kindergartens. (See Appendix O)
5. Evaluated their work at the end of the second year and planned their work for the third year.

In the meetings of parents the most frequent complaints were:

The schools do not make parents feel welcome.

Teachers tend to "lump together" all the children from the Western Addition. They are prejudiced on the basis of the address of the child.

Teachers are not free.

More Black teachers are needed.

Teachers don't respect the children.

We need teacher aides in the public schools.

Teacher discipline is discriminatory.

The third year of the NICE schools the public education committee sought to develop a reciprocal relationship with the local schools to which NICE children would go as they entered kindergarten. They invited the principals and kindergarten teachers to visit the NICE schools. At the same time the parents were continuing to visit kindergartens. None of the public schools found it possible to release kindergarten teachers to visit. A few of the principals visited.

Teachers attempted to develop a dialogue with public school personnel. They visited the schools and familiarized themselves with the process for enrolling in kindergarten. They then asked the principals if the children could be enrolled at the NICE school. This was granted. In May the public education committee requested the elementary schools to have a meeting for NICE parents at which time the kindergarten teachers stated their expectations for children entering kindergarten.

This meeting was intended as an opportunity to "get acquainted" but it became a "sizing up" occasion. Some of the kindergarten teachers were much more acceptable to most of the NICE parents than were others. Since parents may request the teacher they want, and children are assigned on a first come basis, parents immediately enrolled their chldren as soon as was permitted. Nearly all were given the teacher of their choice.

One issue at this meeting drew the fiery criticism of some NICE parents; i.e. the schools indicated they grouped the children on the basis of some simple readiness tests such as cutting, following directions, etc. This practice was considered by the parents present as discriminatory.

In addition to working on the linkage between the public schools and NICE, the public education committee also functioned to keep the membership informed of important educational events that might interest individuals.

Change in one School. A majority of the children were scheduled to attend the same elementary school after leaving NICE. The change in this school during the three years of NICE is an interesting example of the way in which what was happening in NICE influenced the wider community. This particular school was predominately Black at the beginning of NICE. As some Caucasians moved into the school's geographical area and thus Caucasian children increased in the school, they tended to be put in special, advanced classes. This practice perpetuated segregation within the school. The school was known for its rigid discipline, its apparent lack of concern for children. Fights broke out on the short distance to and from school. Children were suspended for a day or a week all too frequently. During the existence of NICE this school has changed markedly. A request to have parent meetings at night so that fathers could come had been turned down. Today the school utilizes teacher aides in nearly all classrooms. A special counselling program has been initiated in the school. Some all-school social functions have been held. Several active parent committees obtained needed changes in curriculum (more emphasis on Black culture), parent teacher conferences, permanent crossing guards at dangerous intersections, abolition of suspensions, smaller classes, have studied the school lunch program and the materials used in the classroom. While NICE cannot take the credit for what has happened in this school,approximately fifteen parents from NICE were involved in the changes. The skills they learned in NICE in voicing their concerns, in gathering information, in listening to all information were helpful in achieving the ends that were being sought.

One indication of the growth of NICE parents in active participation in the public schools is the response given in the Intake Interview to the question: "Do you ever go to your children's school? How often? For what reasons?"

> Well, I go in and meet the teacher and then if they get into something, well then I go and talk...If they send for cupcakes or something, I usually send them...Yes, I visit during the open house program... Whenever there's a problem, I go...Well, I live quite

> a distance...no, I haven't seen anybody in his school...I feel kind of strange going unless they have something special.

When a similar question was asked of fifteen parents whose children were in the project for three years and who have been in public schools now for a year and a half the responses were quite different. All had visited their children's classrooms. Over half went frequently. Many were volunteering one day a week to help in the classroom. Nearly all were keeping in close contact with the schools. In addition, parents had gone on class trips helping to supervise children, attended parent meetings, called the principal about dangerous crossings, observed on playgrounds, helped form a committee to investigate school lunches, worked with a group to investigate emergency medical provisions and to obtain a full-time school nurse, attended and spoke at Board of Education meetings, formed policy for use of para-professionals, started a parents' club, advised other parents about school problems, helped in the school library, and one had become a full-time teacher's aide who gave suggestions on how to attract and keep aides and how to use aides more effectively.

Influence on Social Agencies

The NICE counselor established and maintained close working relationships with the health and welfare agencies of the community. He attended many meetings related to the functioning of the Westside Mental Health Consortium and added his voice to the emerging plans.

NICE participated in a study of services available for children of working mothers who became ill. One of the large hospitals used two of the NICE schools for training psychiatric social workers. Staff was consulted frequently in planning facilities for young children in the Western Addition and throughout the City.

The Police Community Relations Board met regularly twice a month in the Westside Nursery. Two teachers attended these meetings. Since treatment of Blacks by police was a topic of major concern to many parents this gave a natural setting for discussing this point.

Influence in College Community

NICE had a major impact on the teacher training of San Francisco State College. This impact was two dimensional: (1) On the training of teacher trainees in establishing the value of on-the-spot training from the beginning of the training program; (2) On the training of para-professionals and the validity of using para-professionals in the classroom.

During the life of NICE approximately 200 students had some training in the NICE program. This training consisted of:

1. Tutoring older siblings of NICE children.
2. Forming social clubs for the siblings.
3. Tutoring mothers to pass the high school equivalency examination.

4. Giving demonstrations in nutrition and food preparation.
5. Serving as student teachers and observers.
6. Using NICE children for preparation of research and field work.
7. Visiting homes once a week in the Home Task Program.
8. Offering special services for children with problems.

The involvement of SFSC included individuals from the following departments: Social Welfare, Psychology, Home Economics, Nursing, Elementary Education, Counselling, Educational Sociology, Interdisciplinary Studies in Education, Communications Disorders, Television, Films, Faculty Program Center, and Frederic Burk Laboratory School.

One of the continuing college community involvements was with the Experienced Teacher Fellowship Program. During two years of the project SFSC received a grant to train experienced teachers who planned to work with urban families in early childhood. These forty students were assigned to do their field work in the NICE schools. Over fifty students used the NICE sample as the source of their research or field work projects (See Appendix F for a partial list of theses and field work projects).

Community involvement was increasing spontaneously as the project came to a close. Had funds been available to continue the project another three years, nearly all of the NICE membership probably would have been actively and deeply involved in the community.

Summary

The adult program was a many-faceted one. It had some unique characteristics-the most important one being that it was not a ready-made, pre-planned program. It was an *emerging* program that developed as parents and staff came to trust each other enough to know what mutual concerns each wished to tackle.

Like the children's program *it operated on a broken front*. At no time did everyone have to conform to a decision made by the majority. Parents were free to choose to volunteer and become active in those areas of interest to them. The broken front approach allowed individuals to choose that which interested and was valuable to them and thus provided for the wide variation among parents.

The broken front approach encouraged those parents who were ready to "zoom ahead" to do so.

> Who would have thought three years ago that I would be opening up the school in the morning (and on time, too) and teaching all morning. And enjoying it, too!

It was not, however, without its heartaches.

> The meeting kept bouncing back to the lack of total support from the parent group on the Friday teams. And again Marion opened an assault on some of the other parents, especially Jane who had two children in the nursery school, Barbara, who she didn't even know and had two children in the nursery school. If these women were working and couldn't come down for a work day, why hadn't they at least attended some of the evening meetings? It appeared to me that the group almost had a photo image of what each had participated in and almost knew everyone's standing in terms of their responsibility to the program. Willie at this point said that she didn't even know who Mrs. Gorham was. And at this point I said that I

thought the parents should know that I had personally made an attempt to reach and encourage all the parents to give of their time and how often could I keep nagging them if I got no response? At this point Jeanne got very upset, red in the face, and began to cry, saying that she felt the whole group was hostile towards her, although she was not the only one that they felt would not participate...was not participating. She was the only one present of all those eight women who hadn't really given anywhere near what the rest of them had. And then she said, 'I can't stand hostility, and if I continue to feel this I will not be able to keep Louis in, even though I want to.' She proceeded to tell the group how very nervous she was, how she had a terrible time being around small children, and that if she didn't have her dancing and her drama to get her away from children and from the responsibilities at home she would go off her mind and couldn't be any kind of a parent to her own children.

Marion said, 'No one is asking anyone to give up what they need. No one can convince me to give up my little drinking and my records when I need them. But I do turn them off and do come down to the school, because they need me down here.' And Jeanne said then, 'I know what you mean, and I want to come here'. And then she immediately said, 'Well, Edith. Just tell me when to come. Tell me when to come.' At this the women all rallied to her and said, 'Well, don't get so excited and upset. You have given time to the nursery school.' And they proceeded to tell her that she gave the exercise class for about six to eight weeks, but they had all gotten terribly busy and weren't able to pursue it at this time, but possibly at another time they would be looking forward to her doing this again. They also seemed to recall that her husband had attended the first Public Education Meeting, and reminded her of this. She immediately was defensive in saying yes, she had wanted to come to subsequent ones, but he was working at Hunter's Point and she couldn't afford to get a baby sitter. She then began to cry again at which point Edith, who herself was quite bound up about her feelings, got up, walked around the table, and began to hug and kiss Jeanne and said, 'We don't want you to leave. That's not what we're all trying to say.' And I then interrupted and said, 'This is something

> that I think we have to take a look at. Can we ask everybody to give exactly what everybody else gives?' And again the group rallied together and agreed that no, everybody could not give the same.

Timing was an important factor in the adult program. Individuals had an opportunity to think about something before deciding to commit themselves to it. Much time was allowed to get acquainted with teachers and with each other. When activities were scheduled, it was often at the suggestion of some member of the family.

The concept of the parent being the child's most significant teacher was central to the direction of the program. This led to the development of the Home Task Program (See Chapter Eight) and the desirability of training sessions.

The validity of one's own experience was another central concept which was utilized and which made possible the growth of each and every one.

> Mrs. Hawley came in right after Christmas very upset. It seems that Mr. Hawley went to the store right here in the Square and he got badly beaten up. Two boys got on the back of him and two boys got on the front of him and beat him up. And they cut his pants to rob him, and she said he only had two cents in his pocket. And they also took the bag of groceries from him. And he was very badly bruised. And the next day he had to go into the dentist to see if he had a fractured gum or if something had gone wrong with his gums because his gums were all numb and he had no feeling in them.
>
> Now this is the kind of thing that can throw Mrs. Hawley for months. But she didn't seem that upset, and I think it has a lot to do with Mr. Hawley's attitude. Because when she was talking about what he said about it, he said, 'You know,

> I hate like hell to be beaten up by these boys, but I feel sorry for them. There's no place for them to go. There's nothing for them to do. They're too young to go to pool halls or night clubs, and they're too old to be in a baseball park hitting balls. There should be something done with these teenagers.

Another concept that functioned in the program was a blending of the formal and informal. In this way individuals had an opportunity to find their natural mode of behavior. This made for more comfort in participation.

Finally, the adult program accepted the fact that many families today are not tidy social structures including a mother, father, and children. In many families the baby-sitter was the one with whom the school had the most contact. In a few families grandmother was the central figure. In one or two families it was mother's current boy-friend. Family as stated earlier was whoever was living in the household with whom the school could communicate and relate.

Chapter Eight

MOTHER AS TEACHER AT HOME

The NICE project set out to demonstrate the effects of early intervention in affecting changes in parents' and children's mental health. A critical element in the operation of the nursery school was the inclusion of parents on a continuing basis. This would maximize the opportunities for parents to interact in affecting change in their children's behavior.

Including Parents in Home Teaching

As the second school year began staff asked: "In what other ways might change be effected in our families?" Although some parents visited the schools, observed their children in a variety of play activities, or participated on regular days, there still were many who seldom, if ever, came. This was due either to work schedules or lack of understanding of the importance of their participation and interest. Coming into a classroom, even one for young children, can be quite threatening. Some adults carry negative memories of their own school experiences or look upon the early experiences of children in a group setting as extraneous to the serious business of life.

Even those parents who took part in the nursery school program on a regular basis raised questions about the curriculum such as:

> How come the kids just play all the time? Why don't you make them do exactly what you want? When are you going to teach them something? Where are your reading readiness activities?

Some parents did not understand the approach to curriculum despite ardent staff attempts to communicate. Was the staff overlooking an obvious source of help? Could a parent be helped to understand what young children need to learn in the preschool years in any other way? What skills are necessary to help a mother become a more effective teacher? What are non-threatening ways to teach mothers how to teach or to value the learning potential in the seemingly unstructured play of young children? Would this lead to greater understanding of the task of the school and the way it uses materials to help the child learn?

Since mothers are their children's first teachers and are with them most of the time in the early years, why not ask them to teach something very specific each day? In this way mothers could be helped to become better teachers and also helped to understand the importance of play and play materials in the early learning of their children. This interaction might build rapport between the home and the school and help parents realize exactly what was involved in every aspect of the NICE curriculum. These speculations led to the Home Task Project, an extra-curricular educational intervention scheme which was begun in October 1967.

The home task program was initiated by the research staff who developed a method for studying mother-child interaction and individual life styles. To obtain background, one research associate visited the Hess-Shipman project in Chicago, In addition, Lehler's mother-child teaching task was observed, and finally Clara Baldwin of

New York University was consulted. All of these people had laboratory settings where the verbal interaction was recorded simultaneously with behavior.

The research staff decided on a scheme by which a teacher or graduate student could observe parents and children at home in a natural way.

The plan involved a weekly home visit by a staff member or graduate student from the college who brought an educational item, stated its purpose to the mother and demonstrated the way in which the mother could use it with her child. The visitor then left the item for the mother to use with her child for a week. This item was most often a book, toy, or game and was called a "Home Task." The next week, the home visitor returned, picked up the item from the week before, and checked on its use and then demonstrated the selection of the current week. These visits lasted about half an hour and each visitor went to two households.

Philosophical Tenets of Home Tasks

The home task was a NICE project teaching tool. As such, home tasks became a project within a project--a microcosm of some of the major aspects of the NICE project. The philosophical tenets which the home tasks project sought to implement were:

1. Man has potential for infinite development. The visits provided a way for the staff to continue to seek involvement until the inner interests of the family were discovered and allowed to function

in the project. The use of a variety of approaches in guiding the learning process provided the parents with alternatives which would stimulate a more open approach to sound parent-child relations.

2. *Accepting difference is a value in growth*. Accepting difference must be demonstrated in action and this required continued interest and support. The visits were seen as a way to build rapport with each family on his own home ground. Staff members and graduate students doing the visiting were assigned to families most unlike themselves in the hope that weekly visits over the year period would foster an intimacy from which true understanding of differences and friendships could grow. In this way it was felt that the functional meaning of the concept would be sharpened by studying different styles of mother-child interactions in the cross-cultural sample.

3. *Man is capable of adapting to new structures*. The need for increased social competence on the part of "trap ghetto" residents can best be described in the words of one of these parents.

> We have remained uninvolved, isolated, underrated, and have only achieved normal routines at home and nothing much else.

Concomitantly, it was imperative for the children of such parents to increase their range of social competence in self-help, interpersonal, and language skills. This required staff to be ingenious in linking the new and the old and in individualizing approaches with children and with families. Such traditional practices as insisting that parents come to the school to get acquainted with the teacher, or that teachers are not expected to visit the student's homes, were abandoned.

Teachers and student teachers found a new role for themselves as home visitors. The families learned that their homes could be "classrooms" too.

4. The family is a critical influence in the development of its members. The family setting, particularly in regard to the availability of adults and the amount of overt affection received, is an important factor in facilitating growth and development. For this reason the staff tried to underline the significance of the mother as the child's first teacher. The tasks were designed to increase parent-child interaction, to provide a climate for encouraging the child's use of language, and to help the mothers become more effective teachers. At the same time, they could be helped to understand the importance of play and play materials in their children's early learning.

From the program came many expansions of the life-space of families. Time for weekly appointments were mutually decided and honored for the most part. Parents thus learned a new concept of organizing time. Time was spent with the child--at least a few minutes each day, and from this, parents began to realize the value in individual attention to children. The tasks themselves provided variety, new concepts, and an understanding of the potential learning inherent in ordinary things. Of prime importance to the NICE project was activating the concept that the home is the first and most meaningful school and that the quality of interaction makes it so. The approach of working with families as a total unit enabled the investigators to discover ways of reinforcing the mental health goals of the nursery school in the home setting.

5. Human beings need to be in control of their own social structures. The implementation of this precept led to enlisting the active involvement of parents on many fronts and fostered mastery of the environment. Here in their own home, the parent's role as educator was reinforced. The tasks were comprised of inexpensive materials that mainly could be found in the home. We hoped the tasks could be expanded and would lead parents to a re-examination of living space as learning space with educational tools available for the making. Several tasks led to an exploration of the surrounding community and highlighted existing possibilities for enrichment.

6. Inductive, discovery, self-initiated processes are necessary for meaningful, permanent learning. This required the program to be open-ended. Instant creativity was sought and self-selection encouraged. The tasks were to be used as the mother wished and she was encouraged to alter and augment them so that they became individualized for her child. As she became a more active teacher, she better understood what the school program was doing and found ways to bind it to her home teaching.

From the child's point of view, the most important aspect of the program was that each week his mother "played" with him with something new which was designed especially for him. Since some of the families were very poor, many children had almost nothing with which to play.

We knew from the intake interviews that few homes had a good selection of books; most had none and were totally lacking in appropriate play materials. To circumvent this deprivation, we brought items designed to stimulate inductive discovery methods of learning; to implement efficacy motivation; to focus on processes of problem-solving; and developed stretching materials for children's thinking and feeling. Our goal was to show each mother the necessity of a rich base of experience for later learnings.

A student report from one of the visitors put it this way:

> In my analysis, based on observation and inquiry, the home task is one of the best things that could have happened to the Andrews family. That is, the children have only a limited number of toys, and their mother tends to impress upon them the importance of taking care of them. Through the receipt of the home task, the children are afforded the opportunity of having a variety of toys or educational experiences to look forward to from week to week. This experience of the children appears to have removed some of the stresses from Mrs. Andrews, in reference to the children's play.

The home task project proved to be quite satisfactory since it allowed the home visitor to build a friendly and very personal relationship with the two families assigned to him. Although in no way could the design be construed as precise or pure research, it provided a learning experience in contrasting life styles; and in addition, an invaluable laboratory for parent-school relations.

Planning for Home Tasks--First Year

At a summer planning session the research team presented its idea to the staff for home visits. Each staff member was asked to react in terms of the additional commitment of time and energy. While the staff as a group expressed willingness to take part in this mini-project, it also felt that parents should be canvassed. The teachers offered to call every parent, described what was planned, and get initial reactions to the project. A letter was mailed to every family and the teachers followed this by a telephone call.

This contact resulted in parent reaction ranging from enthusiasm to guarded negativism. One parent said she had so many agency workers coming to her home she couldn't take even one more while another said she didn't want to be home at a regular time for anyone. The following is a description of one parent meeting called on the subject. The meeting included twelve parents, the head teacher, the director, and the home task coordinator.

> Sue B. immediately said that she could not do this: that the home visits with the little gifts would be something she could receive but could not take time out to play with the children. She had no time. She referred to the way she looked today, saying that she didn't even have a chance to run a comb through her hair. Fran Z. again threw one of her famous silent or near silent comments into the hopper loud enough to be heard. She referred to Sue by nickname which she's called by and she said, "Oh, Mousie, come on. You can take some time out to do a little something like this with your kid." But Sue was not going to commit herself that easily. Fran felt that this was a very good idea, and that she would certainly try it. But she mentioned what if her child didn't want to do it. And the Researcher responded by saying that we would want to check this out and then make sure that the child got something that would possibly be more attractive to him next time.
>
> Marie asked several questions that made the task much clearer. She seemed very much in favor of this kind of a thing. Mrs. Dove's comments were that it was a great idea. She appreciates and looks to any contact that we

> have with her on a one-to-one basis. Mrs. Hawkes agreed that this was something she would try. Jill S. said that she wanted to work with the children around something like this, and she mentioned that her problem was that she often pushed them too hard. And she would have to be careful not to make the task unpleasant. Myra B. seemed to show the greatest suspicion and hesitancy about this. She indicated that she thought there might be some ulterior motive connected; that she had become quite a cynic about her early upbringing in her Christian home, where her mother taught her to trust everyone. She began by saying she couldn't share her comments, but then moved right on into telling us why she was so cynical; that other things had apparently been held out to her race that were a disappointment. They all looked like shining promises but turned to dust. I mentioned that this was a chance for the parent and child to have some time together around a kind of instruction period, although it was seen as being a very free and easy and relaxed period. The director clarified to her how strongly we all felt, that the child was only with us for three hours, and with the mother for 21 hours. And that it was the mother who was really the teacher of the child all through the child's day. The coordinator said that these home visits were for the social time for the child with her mother, for just plain fun, and for learning, which would be cemented in the nursery school when the objects the children used at home became part of the nursery school environment.
>
> The director opened up the whole area of the possible frequency of these visits and there seemed to be some buzzing about the fact that they might become somewhat of an imposition. But the general consensus of everyone was that this was something they wanted to try and possibly evaluate as they went along.

The majority of parents said they were willing to take part and the final decision was to try the plan and evaluate its success after one semester.

The research team continued its planning with the staff and several meetings were devoted to ironing out details of scheduling the items, assigning the families, and role-playing for possible contingencies.

The designated twenty-seven tasks were rotated from week to week so that all sixty families had the use of the item. Each week a teacher, graduate student, or aide visited the home at a regular time bringing a book, toy, or game which was designed to illustrate a certain principle. The tasks served many purposes: they were designed to increase perception, extend knowledge, develop motor skills, expand concepts, build vocabulary, enhance self-esteem, and promote just plain fun. The visitor explained the task to the mother, helping her see how it could be used, and then left the written directions and the item with her for the week. The mother was expected to work with her child for a short time each day and expand the use of the item by adding her own ideas and suggestions.

The protocols were simply written, brief in content, and deliberately not uniform in format since it was felt that variety would help sustain interest. The children the first year were only three years old, so the tasks were kept simple. Some examples follow:

Pasting Kit

This activity is designed to serve several purposes. It can be used to teach colors, shapes and sizes as well as providing the fun of pasting and the pleasure of making designs.

Ask your child to sort all the circles according to three sizes--large, middle-sized, small.

Ask your child to name as many of the colors as possible. If this is difficult, ask only for the primary colors, red, yellow, and blue, or orange, green, and purple. Don't expect him to know such variations as pink, chartreuse, lavender, or magenta!

Have him sort the triangles and squares the same way as the circles.

Ask him to make a design or collage of just red shapes, or just square shapes or just the largest shapes. Be sure he understands what you're asking for by having him talk about what he is doing. Can you think of some more things to do?

Seashore Kit

This kit requires careful handling and it is meant to relate to the task you've just had, "The Seashore Noisy Book." Since the kit contains many things which the little dog "Muffin" saw or heard at the beach, you can discuss with your child which ones they might be. Remind him of what "Muffin" did with shells; he listened, and looked, and felt, and smelled them.

Your child can do all this too and at the same time he can make choices as to which shells are the largest, smallest, which are alike, which are shiny and which are not shells.

If you wish to borrow a picture book of shells and sea animals over night, ask the teacher at Nursery School to lend you one. Use your public library also to borrow such a book. This will help your child learn the names of the different kinds of sea life.

Magnet Kit

What kinds of things will a magnet attract? Let your child try to lift the items in the kit and discover which ones go with the magnet. Discuss with him the characteristics of metal objects. For example, they are hard, they sound metallic, they shine.

Ask your child to find other metal objects in your home and see if the magnet attracts them.

Topple Tower Blocks

Concepts and skills involved:

- Names of colors
- Balance
- Shapes and their names
- Spatial relationships
- Finger dexterity

Here are some ways to use these blocks:

1. Suggest building a tower as tall as possible.
2. Point to each block and ask your child to name the color or shape.
3. Help your child return blocks to box using the pattern in the box bottom.
4. Put all the blocks of one kind together; for example, all the red blocks, all the round blocks.
5. Balance the long yellow block on the red fulcrum block and see how many blocks can be held on it.
6. Use the blocks to design a building, wall, or a village. Put little dolls, animals, and cars with them to increase the possibilities for dramatic play.

What ideas have you?

Book - "Everybody Has a House" and "Everybody Eats"

Two big ideas for small children are presented here so simply in a rhythmic question-and-answer pattern that they fall naturally into place in the child's expanding world.

"Everybody Has A House" tells how birds, cows, dogs, and other familiar animals, as well as people, solve their housing needs, for every living thing needs shelter.

"Everybody Eats" tells us how, just as we eat supper, a horse eats hay, a bird enjoys worms, and everybody eats something.

Ask your child to tell you which animals live in holes, houses, or in water. Remind him of the animals and their homes which he may have already seen, such as those at Nursery School, at the zoo, in the park, or in the grass around the city.

Talk about the different kinds of houses people live in such as apartments, tents, flats, tall buildings, low buildings, old houses, new houses, in the country, in the city, etc.

Ask your child which foods he'd like to eat of those illustrated in the pictures.

Ask him to name the foods he likes to eat besides the foods for people pictured in the book.

Will he eat the foods in the next to last picture? Maybe now he will!

Several tasks were designed so that there would be follow-through to the next week. For instance, one week a ten gallon cardboard ice cream container was decorated with scraps of tape from spool ends donated by a label company. The second week three bean bags which had been made by a local high school sewing class were delivered and these were to be used with the decorated container as a target. When the bean bags were picked up the final week the container was left in the house to be used for a waste basket. Thus the steps in these tasks were to first provide an art activity in which the child could cut shapes from a variety of colored tapes, talk about his design as he made it, and there was plenty of extra tape for him to use in other ways. Secondly when the visitor brought three bean bags, each a different color and geometric shape, the protocol suggested a throwing game designed to develop eye-hand coordination and an understanding of space relationships and directionality. The mother was instructed to talk about the effects of her child's throwing; i.e., to the right of, to the left of, behind, in front of the container. Her child could also learn shapes since the bean bags were round, square, and triangular.

Problems Encountered

Although the schedule of task rotation seemed neat and orderly, it occasionally broke down due to human as well as mechanical factors. Some puzzle pieces were lost, books defaced (which we needed to replace so that only copies in good condition went to the homes), toys were broken and turtles expired.

The home visitors occasionally got sick or had to change the routine because of examinations. Families, too, were sometimes unable to keep their appointments.

Growth in Rapport

In spite of breaks in the schedule, the visitors uniformly reported a growth in rapport with their families. After a number of visits, in addition to the home task discussions, parents tended to want to talk about their problems and interests.

> Today...I went to Sally's home to deliver the second week's task. She was not at home and her mother gave no explanation as to where the child was so I did not ask further. My original visit for last Friday had been canceled by Mrs. Brown due to an unexpected doctor's appointment. All during the visit the television set remained on--half way through our discussion Mrs. Brown got up and lowered the volume. I began our visit by asking the questions relating to the scrapbook. Mrs. Brown said that Sally had worked on it for about six days, but finally gave it up because every time she took it out, her two younger siblings interferred.
>
> . . . .
>
> During initial visits she would open the kitchen door, let me in, and stand by the door to talk. Conversation was not difficult, but she made no attempt to offer a chair or move into the living room.
>
> . . . .
>
> There has been a definite change in the tenor of the home visits since their inception last October . . The first few visits to her home she received me politely, was prepared for my visit and was attentive to the explanations and suggestions concerning the home tasks. During the last few months as time has progressed she has become much more friendly and open in our conversations. She quite often initiates discussions concerning a variety of things such as family, school, living in San Francisco and elsewhere.

. . . . .

> This visit we talked about things other than Sam and the home tasks. It was hard for me to draw the conversation back to these items. Instead we discussed child rearing practices such as toilet training and whipping. As I started to leave I jestfully said, "O.K. now, think you can handle The Three Bears?" and with a laugh Vivian responded, "Yeh, the Three Bears are all right, it's the four Bonds I can't handle". I then had an idea for expanding the felt board and suggested that if I brought her some felt, would she like to cut out the "Four Bonds" and let Sam make up his own stories? "No, I don't think I'd care to do that" was the mother's reply.
>
> From the very first home task visit, Mrs. Foster has made me feel welcome and comfortable being in their home. At first we talked mainly about the task, its possibilities, etc., but after a few visits she began to talk about her work, her aspirations for Anne, how Anne and Steve differ, etc.

The visitors reported genuine interest on the part of the mothers for the value of play in the early learning experiences of their children.

> Wanda usually asks questions concerning the intent of the project, what it is supposed to teach or develop. One of the tasks with a book prompted her to go to the bookstore and buy four more for Christmas presents for Josie's friends. She'd never done this before.

Mothers Give Suggestions and Make Evaluations

A few mothers took the request for their suggestions very seriously and sent back notes on the returned protocols. During the final interview, mothers occasionally commented on the pleasure the program had afforded them. One lady unlike the others brought up a point which the researcher had not forseen.

> It involved you more with your child; you did things that maybe you wouldn't have thought of. Like even working mothers and that's why it affects me more, things that I wouldn't normally have done we were doing and I enjoyed doing it. I really liked the home tasks because that way you saw for yourself what your child was able to do and how fast she learns things and how she would pick up some things and other things took a little longer; things that I would never have bought we got a chance to use. I really enjoyed that.

Many times mothers called the central office to find out what had happened when a visitor was late or did not appear at all. Also mothers spoke enthusiastically about the tasks with the Home Task Coordinator and offered suggestions for it's improvement. They often commented that Home Task Day was a special occasion in their households for it interested other siblings and even neighbor children as well.

At the end of the first year's effort, each mother was asked to fill out a questionnaire designed to gauge the value of the program. They rated each home task as to the interest it engendered in their children. The response indicated that they had strong preferences and were very candid in their evaluations. They wanted the program continued during the final year of school operation and specifically requested tasks which furthered school readiness. Although we had been careful to be brief in the beginning and used simple language with a few instructions in each protocol, there was a surprising change by the end of the first year. Perhaps because of the increased interest of those mothers in the parent training course; perhaps because of their children's response to the tasks themselves; or perhaps because kindergarten was looming ahead; the parents wanted to know as much as we could tell them about the educational value of each item.

Planning For Home Tasks--Second Year

The second year of home tasks was quite different. Each individual received the same task during the same week. The protocols went into much more detail in order to explain how the task related to school skills. The whole summer was used in preparing tasks. Often the tasks were multifaceted and several were designed so that each day there was something different to do with the task. A finished product evolved slowly over a week (or longer) time. A concentrated effort was made to introduce the families to their local library, and wherever possible available related books were called to the attention of parents. Several tasks included excellent though inexpensive paperback books for children which were left in the home. Without a large cash outlay, an attempt was made to wean the parents from the type of cheap books to be found in supermarkets and to introduce literature of lasting value.

For instance, one task given the second spring was multifaceted. In school the child was learning his address and telephone number in preparation for kindergarten. To compliment this the task was designed to teach him to know his way around the block, and to and from school. After learning this, the parent and child were invited to explore the larger community; i.e., the Western Addition itself as well as other neighborhoods like Chinatown and then San Francisco as a whole. Included in the kit was a list of free things for children to see and do such as visit the Cable Car barn. This was accompanied by an annotated bibliography of children's books including Cable Car Joey. They were also given a Park and Recreation Department calendar of monthly events that listed acquarium hours, planetarium shows, etc. A San Francisco Convention Bureau packet containing a map of the city and materials for adults was also part of the kit. In addition a sheet of poster paper, a large crayon and a toy plastic car were included with which the child could draw his own map and use the toy on it. The idea was for the mother and child to take some walks around the block and then represent that walk on paper. He was to begin with a block map and then include the walk to his nursery school plus a walk to the new school where he would attend kindergarten in the fall. A sense of the community starting with his own neighborhood and moving outward to include the entire city, plus the pleasure of walking were thus combined. The secondary gain was to get some of the mothers who had never explored their own community to widen their horizons. In addition the lists of resources available at community agencies (other than the welfare department) gave mothers ideas for what they could do with their children when the NICE project ended.

An example of one kind of task designed to make use of scrap material was the Scrapbook kit. It made use of old magazines carefully selected to include Ebony, a Japanese department store catalogue as well as the usual women's magazines which the mothers could read if they wished. Also included in a shopping bag were a container of paste, blunt scissors, and a scrapbook.

Scrapbook Kit Protocol

Making a scrapbook is fun! Here are supplies for your child to cut out, assemble (according to your plan or his), and then paste the pictures into a book of his own.

Using a pair of scissors well, is often still difficult for children of this age, but with a little help from you, your child will learn. Finger dexterity comes with age as well as practice and generally little girls are better at cutting than little boys.

Please keep the scissors in a safe place to use with future tasks after the scrapbook is finished.

This task will provide opportunities for grouping of pictures as well as opportunities for language development. Cutting provides an opportunity to improve fine muscle coordination.

Suggest to your child that he find and cut out pictures of people. Then ask him to put all the pictures of children in one pile, and all the adults in another pile. He could also put the pictures of boys in one pile, the pictures of girls in another, and the pictures of babies in still another.

Try groupings of food: fruit, meat, vegetables, beverages, etc.

Suggest to your child that he cut out and paste all the pictures he can find of things with names beginning with a certain letter:

a. shoes, socks, sandwiches, stars, stoves, sweaters, etc.
b. beans, books, babies, berries, balls, baskets, etc.

Try some other letters.

You can suggest groups of pictures: (1) by color. All the red things like tomatoes, apples, fire engines, etc. All the blue things, like grapes, bottles of ink, blue jeans, etc. (2) by use: All the things that carry people, like cars, boats, bicycles, airplanes, horses, etc.

As your child shows particular interest in sorting pictures and pasting them that way, you can suggest harder groupings like all red cars or trucks, all the birthday cakes, all the crying babies, etc.

Be sure you help your child with the names of things he cuts out. Labeling or naming objects so they can be grouped is as important as seeing differences so they can be grouped. This can be fun if you want to play a guessing game: "Who knows what this picture is?"

Filling this scrapbook will take a long time so don't rush. Let us know what other groupings you think of. We'd also like to see the scrapbooks after a while so we can learn how four-year-olds accomplish this task.

(You may be interested to know that most of these magazines have been contributed to the project by the publishing companies. One company spent over $40 on postage getting the magazines to us).

Another kind of task demonstrated process. Many children today don't know what lies behind the packages they see in the supermarket. The Little Red Hen Kit was designed to get child and mother together in a bread-making project which would illustrate this concept. Included were five kinds of bread in order to introduce mothers to something other than commercial white bread. Also there was a copy of the Little Golden Book Edition of The Little Red Hen. Several stalks of wheat, and an envelope of wheat flour were included. During the same period a Bantam hen was brought to school to extend the story.

The Little Red Hen Kit Protocol

> This old story points to the value of helping each other in order to lighten the work and share the rewards. Read this to your child and discuss what each animal contributed or didn't contribute to the common cause. Let him look at and feel the stalks of grain as well as the flour sample.
>
> We have included five kinds of bread to taste, smell, and feel. If you have time we suggest you let your child help you make bread, using the enclosed recipe.
>
> It is important for your child's understanding of bread that you explain how one gets corn bread, rye, cracked wheat, brown bread and sour dough French bread. The The teachers will be making bread at school, but your

> child will profit from additional opportunities to see and take part in bread-making. In addition to this, a movie about The Little Red Hen was shown at school last week. Be sure to ask your child about this. Can he remember what happened in the film that is different from what you read him in the book?
>
> Related Books in the Public Library.

j'Aulaire	Don't Count your Chicks
Brooks	The Picture Book of Grains
Parish	The Story of Grains
Petersham	The Story Book of Wheat

Values of Home Task Project

In conclusion the staff felt the intense effort had been worthwhile in strengthening the bridge between home and school. The following points cover the benefits of the Home Task program to both.

1. Helped mothers learn how to be more effective teachers, both at home and at school. As they spent time at home helping their child or supervising the task activity, they began to understand more about the learning process. For instance, they noticed what things were distracting, like the loud TV or what activities were too advanced or too simple for the child's ability or interests.

> The tasks were well cared for and Iris knew where to find them to show me what she could do with the task or to give me the book to be returned.
>
> Marie understood and appreciated the importance of the goals given with each task. From her work at the NICE school, she had a good understanding of the development the tasks were implementing.

2. Required a set time each day when mother and child were to work together and talk about what they were doing. This allowed for much more conversation than might have taken place in many homes.

3. Showed parents and students what kinds of play materials could be made from waste paper, surplus materials, and junk. With the addition of string, paste, crayons, and scissors, these materials demonstrated what fun and learning could be found in inexpensive or free supplies.

4. Built a stronger relationship between the home visitors, some of whom were members of the school staff, and the mothers. Because of this, many concerns were understood and responded to by both parents and teachers.

> Besides seeing them at the nursery school, entering their home one day each week to deliver the home task has been an invaluable experience for me to better get to know the twins and their family.
>
> I must admit, however, that both home tasks seem a chore as I get ready to go to them because of the heavy work load. But once I am at either home, I really enjoy myself. It's unbelievable how much you learn.

5. Helped some mothers feel more at ease at the school, since they now knew how to do more activities with the children because of their home practice.

> It was really interesting to watch the change in Daisy Washburn. Although she spent every day at the school, she used to play the role of housekeeper. Said the kids made her nervous and she could help by tidying up. Now that she feels she has something to teach, there's no stopping her.

6. Helped mothers set the time and keep appointments with the visitor.

> Mrs. Holmes has never failed to keep a home task appointment with this visitor. If she can't make the meeting she always calls me at my home.

7. Helped mothers to become more responsible for caring for tasks which would be passed on to another family the next week.

> One mother even had to keep the task under her bed so that the children wouldn't get up at 5 a.m. and fight over it.

8. Helped mothers become more objective observers of their child's growth and progress, since the visitor questioned them each week about the use of the task.

> She (mother) didn't push Gail to meet certain requirements but rather allowed Gail's own development to determine the extent of the task. One of the tasks was a deck of "Old Maid" playing cards. Mother and daughter played cards but Gail was permitted to keep all her cards on the table since it was difficult for her to hold them in her little hands.
>
> She had previously mentioned not being sure of Monica's coordination physically and this board seemed to reassure her that Monica was well coordinated.

9. Provided a rich experience for contrasting life styles and understanding problems faced by urban families.

> I can honestly say that I learned a lot from Mrs. Peters. She taught me how to make candles. One night she was dyeing some dresses and she gave me some instructions about that art. Aside from these material things, I learned to like and somewhat understand people who were considerably different, in external ways, from myself. The Stones are a family excited by the joy of living. My relatively short weekly intrusions into their living gave me a sense of this joy.

10. Increased the sensitivity of the home visitors in their role as teachers.

> I was understandably unsure of how far I could pursue such a relationship . . . I decided to be as open as possible. I found that by allowing the Mills to set the tone of the relationship, instead of pushing my attitudes on them, I was able to gain much from them.

. . . .

> I sense that we both had a real good feeling about this visit. I learned a lot just listening, and Roma seemed to realize that I was genuinely interested in her conversation. I want very much to carry over and reaffirm our bond of friendship.

This method of building rapport with parents was an unqualified success. The reader must understand, however, that it requires a great deal of work. During the final writeup year when NICE parents were operating the Cross-Cultural Family Center, many asked if there would be a Home Task program. The Social Worker suggested jokingly parents would have to be their own home visitors and from this grew a parent toy-making class. They met for fifteen weeks and eventually produced several toys which are currently being mass-produced as a fund raising venture for the Center. Centainly the Home Tasks remained the focus of much home-school camaraderie long after NICE had ended.

Summary of Home Visit Ratings

The Home Task program provided an excellent opportunity to obtain systematic data regarding the use of the task, the home conditions surrounding its use, the degree of acceptance of the task by the parent and child, as well as other items of information. Because of the regular nature of the visits extended over twenty-seven weeks during the second year of the project and eighteen weeks the third year with each family receiving all forty-five tasks, a data collection system employing the use of IBM mark-sense cards was devised to facilitate the collection of this mass of data. One card was completed by the visitor immediately following each visit to the home. A series of multiple choice items were developed which permitted the visitor to easily record the pertinent information. The fifteen items which were rated by the visitor are included in this report as Appendix P . Most of the ratings could be made on the basis of the observations of the visitor. However, to rate certain items, the visitor had to ask the parents the following questions:

> How difficult was this task for the child?
> How often did you use the task with the child?
> (If appropriate) Why didn't you give the task every day?
> How was the task used? Did you do anything else with it? Etc.
> How did you like the task? (parent)
> How did the child like the task?

In addition to the ratings, the family code number, the visit number, and the home task identification number were also recorded on the IBM card. The home visitor was encouraged to make comments on the reverse of the card regarding unusual circumstances surrounding the visit.

There being forty-five tasks, each delivered to approximately sixty families, there were approximately 2,610 visits made during this aspect of the project.

There was no formal statistical analysis of these data due to the background, motivation, and commitment of the visitors. Extraneous factors were discussed earlier. In addition the group of visitors changed between years because of the assignment of new students to the project as well as staff replacements.

The fifteen items on the rating scale fall logically into five groups. Only pertinent data are reported for each of the five groups below:

Group A (Items 1, 2, 5, 6)

Item 1 -- Meeting appointment

Eighty-five percent of the sample were rated as being at home at the time of the appointment during the first year and eighty percent during the second. These percentages did not differ among the three residence types.

Item 2 -- State of the Home

Of the total group forty percent of the homes were rated orderly the first year and sixty percent the second year. The percentages rated "orderly" for each residence type for each year are presented below:

	1st Year	2nd Year
Public Housing	50%	60%
St. Francis Square	52%	65%
Random Housing	30%	60%

Item 5 -- Length of Visit

There was an increase in percentages of families whose visits extended beyond twenty minutes from the first to the second year. These percentages for each residence type for each year are presented on the following page:

	1st Year	2nd Year
Public Housing	20%	40%
St. Francis Square	22%	45%
Random Housing	30%	50%

The percentage of St. Francis Square families rose from fifteen percent at the beginning of the first year to thirty percent at the end of the first year.

Item 6 -- Degree of Adult Attention to Visitor

At the beginning of the first year twenty percent of Public housing families either "continued their previous activity" or "required the visitor to wait until it was finished." During the Spring of that year, this reduced to ten percent and remained low throughout the second year. Less than five percent of the St. Francis Square and the Random housing families were so rated throughout both years.

The percentages of families rated as "gives undivided attention, asks questions" are given below:

	1st Year	2nd Year
Public Housing	50%	65%
St. Francis Square	75%	75%
Random Housing	65%	70%

Group B (Items 3, 4, 7, 8)

Item 3-- Adults present

Over half of all the contacts were made with the mother, the only adult present. The father only was present less than five percent of the time. Ten percent of the time both parents were present. In the Public housing and Random housing groups other people were present for twenty-two percent of the visits whereas it was only seventeen percent for the St. Francis Square group.

Item 4-- Children Present

The enrolled child was present during eighty-five percent of the visits during the first year and ninety-five percent during the second year.

Item 7-- Parents Reaction to Visit

The percentages of families rated as "cordial" or "eagerly welcomed, visit anticipated" are presented below:

	1st Year	2nd Year
Public Housing	84%	90%
St. Francis Square	93%	96%
Random Housing	93%	93%

Item 8-- Parents' Control of Visit

The degree to which the parents tended to allow time for directions only or hurry the visitor is shown in the percentages below:

	1st Year	2nd Year
Public Housing	10%	11%
St. Francis Square	6%	9%
Random Housing	8%	5%

However, the degree to which the visit was deliberately prolonged by the parent that was non-task related is shown below:

	1st Year	2nd Year
Public Housing	24%	14%
St. Francis Square	29%	23%
Random Housing	18%	17%

Group C (Items 9, 13, 14)

Item 9-- Level of task difficulty (parent report)

During the first year 75% of the ratings indicated that the task was geared to the child's level. This dropped to 70% during the second year. There were no differences among the residence types in these ratings.

Item 13-- Parent Reactions to Task

The percentage of parents reaction rated "somewhat or very enthusiastic" are presented below:

	1st Year	2nd Year
Public Housing	54%	62%
St. Francis Square	66%	53%
Random Housing	63%	65%

Item 14-- Child Reaction to Task (parent report)

Seventy-five percent of all the children were rated as liking the task "somewhat" or "wanting to use it continually" during both years.

Group D (Items 10, 11)

Item 10-- Frequency of use

The percentage of children using the task for four or more days is shown on the following page:

	1st Year	2nd Year
Public Housing	60%	40%
St. Francis Square	55%	40%
Random Housing	55%	47%

Item 11-- Reason for not giving task everyday.

Fifteen percent of all parents indicated they didn't use the task every day because they were "too busy." Some provided other reasons such as the task was "too messy," "the balance square is too dangerous," or "turtles spread disease."

Group E (Items 12, 15)

Item 12-- Use of Task

The percentage of families who extended the concept of the task by relating it to immediate surroundings or by deliberately setting up parallel situations are presented below:

	1st Year	2nd Year
Public Housing	21%	35%
St. Francis Square	29%	29%
Random Housing	22%	22%

Item 15-- Condition of the Task

Tasks were either completely cared for or were "non-returnable" i.e. given to each family to keep, in seventy-seven percent of the first year visits and in eighty-six percent of the second year visits.

Discussion of Group A

Apparently the initial year of developing basic trust with the families resulted in families keeping their appointments. This result is in contradistinction to the prevailing picture of low income families as presented in the literature. Some additional hunches as to why all three residence types kept their appointments equally well are:

1. The appointments were carefully made at the convenience of the family.
2. The anticipation of the children influenced parents to be home.
3. After one year of participation in NICE, families tended to be receptive of all phases of the program.

Order of House

The fact that visitors saw the houses as improving in orderliness from the first year to second year of home tasks probably is an indication that the perceptions of visitors became less critical as visits progressed. Or perhaps the students who visited the homes the second year were more accepting of living styles.

Discussion of Group B

Cordiality

In contradistinction to the literature, low income families were overwhelmingly cordial to the home task visitors.

Length of Visit

The visits tend to be longer the second year. The amount of communication that took place in the second year doubled. This is a factor that leads one to hypothesize that a quality of friendship developed between visitors and families.

Undivided Attention

Since undivided attention to the home task visitor increased from 50-60% one might assume families gained more social competency in relating to visitors.

Chapter Nine

THE ACQUISITION AND ANALYSIS OF EVALUATIONAL DATA

This chapter presents the data gathering techniques employed during this project, the manner in which the data were organized, and the analysis of the child and family data.

There were basically two types of data obtained during the three year project period; 1) the quantifiable, or "hard" data, consisting of scores obtained using various test and rating instruments, and 2) the narrative, or anecdotal description of child and family processes transpiring during the project period.

This chapter is organized into three sections. The first section presents the descriptive data collecting and systematizing procedures. The second section presents a description of the test and rating scale procedures employed with the children along with the findings obtained on these instruments. The third section presents a description of the rating instruments used with the families and the findings of these instruments.

Thus, the "quantified" data for both the children and their families are presented in this chapter. Chapter Ten will present the more informal descriptive analysis of the processes occurring during the project.

Child and Family Assessment Procedures

The assessment procedures employed by this project were directed toward three primary objectives:

1. The assessment of behavioral changes in the children of factors related to mental health. These factors include basic trust, autonomy, initiative, cognitive development, and social competence.

2. The assessment of behavioral changes in the families of the nursery school children of factors related to mental health. These factors include social competence, adaptability, and intergroup acceptance.

3. The assessment of behavioral changes in the families' utilization of community resources and participation in community activities, particularly as these relate to cross-cultural involvement.

Procedures for Acquisition of Child Data

A major source of data on the behavior and development of the children was supplied by the teachers' weekly reporting of the activities of each child. To facilitate this weekly anecdotal reporting by the teachers, a Stenorette dictating recorder was supplied to each of the three schools. Since each school enrolls approximately twenty children, the three teachers in each school, after discussion, dictated daily a behavioral report on approximately four enrollees. To aid in the recall of behavior that was considered pertinent for recording in the weekly anecdotal report, the teachers maintained daily notes on the activities of all the children. Thus, there was a comprehensive weekly reporting on each child which depicted his behavior in the school, his growth and development, and the goals and objectives that the teachers had for him. These weekly anecdotal reports were typed and filed in the child's record. They were comprehensive descriptive statements of the child's activities during the week, with special emphasis given to behavioral examples, rather than to global statements or generalizations. This emphasis upon concrete examples of child behavior as documentary evidence was especially crucial since one of the major objectives of the study was the tracing of the child's development over the three-year period regarding progress noted in behavioral terms. A typical example of a teaching staff's weekly anecdotal report for a child follows:

> Peter has a hard time separating from his parents. Peter cries very easily, hangs on to his mother. In school he will ask one of the teachers to hold him for long periods of time. Generally Peter will go about playing either in solitude or with one child who allows him to tag along; this is Peter's only chance to play with another child.
>
> On rare occasions he and several of the kids will engage in quite vigorous activity with the male teacher, playing such games as Batman or chasing each other. Most of the time, however, he will choose a child and simply tag along.
>
> He likes to hear stories and often brings books from his own home which sometimes are quite advanced. He wants to carry the books under his arm most of the day and holds on to them like a security blanket. He is ready to be read to if anyone offers.
>
> Peter is beginning to take some interest in art activities. He always shows his work to his mother as soon as he sees her at the door at the school, as if to say, "See, mommy, look what I did today." She doesn't respond very much to his eager pleas because of her being distracted by the stroller and infant she usually has with her when she comes for Peter. And he will give whatever it is to her and then seems to be satisfied that she has received his work for the day.

These weekly anecdotal reports were maintained in locked files in the project central office and were available to the teaching staff as a source of information and for review.

In addition to the anecdotal reports provided by the teaching staff, periodic child assessments were prepared which summarize the current status of the child and his growth and development over a period of time. The first assessment report was prepared for each child approximately six months after the opening of the nursery schools. These assessments were made by the teaching staff of each school for each child at that school. (Family assessments were concurrently prepared for each family and are described in the next section of this chapter.) The anecdotal reports, as well as all other data in the files on a given child, were reviewed prior to the preparation of the assessment report. For the first child assessment, the teachers were asked to respond specifically to a series of questions. (See Appendix C).

Of course, in their reporting the teaching staff were not limited to the suggested questions; rather, they were encouraged to provide a comprehensive assessment on any area which they deemed important. Specific focus was made on designating future goals for the child. An example of the type of assessment reports made by the teachers for each child follows:

> Claudia's health seems to be good. She is well-nourished, but does have colds sometimes. Her sleeping habits are not too good--she stays up late at night, probably because she wants to be with her mother rather than because of any sleep problem. Within the last couple of months, she has her own room; before that, she and her mother shared a bed. Now that she has her own room, I think her sleeping habits will improve.
>
> Claudia is a mature little girl. She's able to express herself very well. She did have some separation problems at first, but now she is able to leave her mother easily. She also showed anxiety around strangers, but this too has lessened. Her one friend has been Bessie. She doesn't ask for much help from adults but is beginning to ask more now. She usually wanders from activity to activity with no sustained participation, for she doesn't initiate activities herself. While at school, she seems very happy and cheerful. She has a pleasant disposition. Claudia needs to trust herself more in situations, for she can be upset easily if her confidence is threatened. She is thrilled when praised in any way. She likes playing in the doll corner where she's quite imaginative. She is well-coordinated and poses no special behavior problems in the school.
>
> The major changes that we've seen in Claudia are increased confidence in herself, and some increased relationship with other children and adults. One of the goals that we have for ourselves is to be more aware and supportive of Claudia's needs when she's rejected by her peers. We also want to help broaden her relationships with the whole group. We would like to find some other activities which will sustain her interest over a longer period of time and in which she can begin to develop skill and confidence. We think this may be in the area of books and storytelling, since she's very verbal. We'll test this out in the fall.

The second, or mid-project, assessment was prepared following a review of the child's anecdotal reports, and consultation with the research and social work staff. It drew upon all of the available data on the child and was primarily, but not exclusively, focused upon: (1) the present status of the child; (2) the changes which have occurred in the child since the prior assessment report; (3) present needs or weaknesses in the child; and (4) specific objectives for working with the child to meet these. An excerpt of a mid-project assessment follows:

> She is doing things now that she never has done before in school, in particular, making some suggestions for the direction of play. Before Rayetta would simply go on with whatever someone else was suggesting, which was usually housekeeping of some sort. They usually made Rayetta the baby because she was not objecting in any way, and she would simply be loaded into the carriage and pushed around. If she protested at all, they would say, "I'm not going to be your friend." Then she did not put up much of a fuss. As a matter of fact, she would sit there for long, long periods of time, saying absolutely nothing as if she just didn't know how to get out of the situation she was in. She will now vehemently say "no" and she will then make some suggestions herself on the way things should go. She is being listened to. What will happen now is that Rayetta is beginning to just walk away if things do not go her way and is taking part in lots of different activities. Sometimes she will come to the art table late after having been in another room, arriving when the art project is about to be finished. But she will insist on doing one, and continue to say, "I want to make one, too. I want to make one, too," and will then walk over and look right into your eyes and say, "Teacher, I want to do this, I want to do that. Can I do this?" Usually Rayetta gets results because this is quite unusual for her, and people are listening when she talks.
>
> Another way in which Rayetta's play has changed is that she is beginning to mimic other kids and follow their speech patterns and is enjoying it very much. She will take a phrase that a child has used and will repeat it, saying for example, "Johnny said 'moo moo'," or something of this order, and then she will just laugh and keep doing this until another child and then another join with her. And they're all having quite a time with it, and then someone else will repeat another child's statement and everyone joins in saying this. In this way Rayetta is picking up speech patterns and is using them over and over in her daily language.

At the conclusion of the project the teaching staff at each school prepared a final assessment on each child in the school. In addition to up-dating prior assessment reports, special emphasis was given to describing the child in terms of the areas in which he gained the most and the least during the three year NICE experience. A prognosis was made of the child's effectiveness in dealing with the upcoming kindergarten experience, delineating the child's strengths and weaknesses insofar as being able to cope with new adults and children.

Descriptive data on the children were also provided from many sources in addition to that provided by the teaching staff. Reports of observers, descriptions provided by parents, and information gathered by the social work staff, project research staff, and from any other source were incorporated into the data file of the children. The manner in which this data was maintained and organized is presented in the section on Data Organization.

Procedures for Acquisition of Family Data

Because two of the three primary objectives of the project are focused on the assessment of behavioral changes in the project families, it was incumbent upon the research staff to develop methods for determining and reporting the status of the family at the initiation of the project and for detecting and describing the changes in the family that occurred during the progress of the project.

The desire to obtain specific behavioral data to reflect the status and change in the families (as opposed to global, intuitive generalizations) required that a number of sources and systems of data collection be employed. These were divided into three general types of data:

1. Weekly anecdotal reports and periodic assessment reports by the teaching

and research staffs

2. Formal and semi-formal interviews with family members

3. Reports from other sources, such as the social work staff, project staff, student teachers, and parents

Because family data were available from a wide variety of sources, an "open file" system was designed to accomodate information from any source. This data file system is described in the next section, Data Organization.

Weekly anecdotal reports and periodic assessments. The weekly anecdotal reports on the family were prepared at the same time as the weekly reports on the child. Specific guidelines were provided to the teaching staff periodically throughout the project. (See Appendix Q for an example). The teaching staff maintained daily notes on the amount and quality of the families' involvement in the nursery school program and related activities, and dictated a weekly anecdotal report on each family. In this report, emphasis was made upon descriptive data with specific examples of parent involvement. For these reports the teachers drew upon all contacts they had with the parents, whether it was on the floor of the nursery school, at parent meetings, at social gatherings, in telephone conversations, or from any other source. These weekly anecdotal reports on the families were considered one of the prime data records for depicting the status and the change in the families. An example of a weekly anecdotal report on a family follows:

> It's interesting to note a situation that occurred around a sewing machine. The social work student who comes to see them observed that Mrs. Ortega was doing a lot of sewing but did not have a machine and offered her one that a friend was planning on giving away. Mrs. Ortega gratefully accepted it. It arrived this week, and Mrs. Ortega told me that it was an extremely heavy machine and she could barely lift it to put it on the table. While she

> was downtown during the week she went into the Singer store and got caught up in the idea of buying a new sewing machine so she used this one that was given her as a trade-in. She got very little allowance on it, but did buy a cabinet model machine that will cost her $200.00. She told me that she is planning to pay it off over the next 18 months at $11.50 a month and said that she was quite sure that whether she continued to work or not, she would be able to pay off the debt.
>
> Besides baby sitting, she has a temporary job in a cleaning store right down the street from her. The proprietor's wife is now out sick and Mrs. Ortega works from 9:00 to 11:00 and 3:00 to 5:00 each day. She is receiving $1.75 an hour for it plus the money from any alterations that have to be done. With all this income right now, she felt she could definitely arrange to meet the $11.50 payment. She also told me that no matter whether she worked or not, she thought she could budget herself for this sewing machine that was extremely important to her. This is a real first for Mrs. Ortega, because she is saying, in effect, "I care about having something, and I am going to make sure that I have it and will not allow my husband to talk me out of this." She has not told Mr. Ortega but seemed quite certain that she could tell him with ease, and no matter what happens she will arrange to have this sewing machine and pay it off.

Concurrently with the preparation of the child periodic assessments, the teachers prepared an assessment of the family. The first assessment report on the family was prepared after approximately six months of the nursery school period had elapsed. The teaching staff of each school conferred and, after reviewing their anecdotal reports on the families, prepared an assessment of each family with specific attention given to answering a series of questions. (See Appendix C).

The second, or mid-project, family assessment was prepared at the same time as the child mid-project assessment, and was done in a similar manner. Specific attention was given to (1) assessing the current status of the family; (2) describing changes that have occurred in the family since the prior assessment; and (3) stating objectives for involving the family and designating areas in which they may need help. An excerpt of a mid-proect family assessment follows:

> Mrs. Reynolds of course has been very active in the school. She comes almost every day; she assists on the floor, often cleaning up, or putting things out and working with the children, too. She shows that she can work with others than her own. She sometimes brings Fred, her small son. She seems quite patient with the children, but is not demonstrative of any affection. She is quiet spoken, gets along with the other parents, and seems to be well liked.
>
> In contrast, Mr. Reynolds is a coarse, outspoken, harsh man who yells instead of talking, who grabs instead of leading with his hands. He especially seems to have had strong reactions to the toilet training of the children, and we have heard him telling Mrs. Smith how he trained the children. He told her he made them sit on the potty chair until they were through with their business, even it took them several hours. If they had an accident, he would spank them with the belt so that they would understand. This ties in with what we have observed of Mary, who will not go to the bathroom at school. She runs home to use her own potty chair.
>
> Mr. Reynolds has been picking up Mary more often in the last few weeks. He seems friendlier toward us in a joking sort of way. We've talked about his job, the union and some of the problems in the neighborhood. Every time he has offered to mend equipment we have seen to it that we set up a job which would have to be done at school so that we could get him to stay here and observe at the same time.
>
> We notice that he has become somewhat more open in his criticism of the way we handle the children. We have decided not to challenge this or get upset by it. We think we are making some headway with this approach.

At the conclusion of the project the teaching staff of each school prepared a "final" assessment report of each family. This report provided a description of the family's current status, changes during the final year of the project, and an over-all statement regarding the teaching staff's assessment of the effect of the three year NICE experience on the family.

Interviews with the family. The first formal interview with the family was the intake interview and was conducted in the home of the family. The project director or a member of the research staff conducted the interview which was tape recorded, and later transcribed as a permanent part of the research data. A teacher from the school which the child was to attend was also present.

The purpose of the intake interview was to elicit information about child-rearing practices, family background, attitudes toward individuals of other economic and ethnic groups, family constellation and history, mobility, education, degree and range of participation in community activities, and attitudes toward school and church. The parent was asked to have the child present if possible. The teacher's role was to make some assessments of family life style and mother-child interaction. Since the intake interview was designed to obtain a sample of mother-child interactions, all interviews were with mothers, with one exception--in two cases the father was also present.

There was a minimum amount of overt apprehension about the tape recorder. Often the child's interest in the instrument broke the ice and enabled the parent to relax about being taped. There seemed to be no apprehension about the teachers' accompanying the interviewer. In fact, many families were pleased to meet the teacher, and, for the most part, mothers talked freely. Some of the interviews were difficult to transcribe because of voice quality and extraneous noise in the room.

The adaptability of the mother was viewed as a critical factor in developing unity of personality as well as in being able to perceive the world correctly. The intensive participation of the parents in the nursery school program encouraged and promoted adaptability in patterns of adult-child relations. In order to assess the adaptability of the mothers of the children in this project, a parent adaptability interview was conducted with each mother by a member of the research staff. This adaptability interview was tape recorded. The format of the interview is designed to obtain data on how the parent copes with the daily problematic situations in the socialization and enculturation experiences of her child.

The essential element in the interview was the degree to which the parent was able to specify the factors that were operating in any given situation and the parent's ability to perceive behavior oriented toward achieving particular and meaningful goals. Three components of adaptability were included in the interview: Flexibility, Empathy, and Motivation. (Cain and Levine, 18)

At the end of each school year, there was a formal parent-teacher conference in which the teaching staff of each school visited each home and conferred with the parents regarding the child's performance, growth, and development during the subsequent year. Specific emphasis was given during this conference to planning for the future experiences of the child, not only insofar as nursery school was concerned, but also the vital part the family can play in furthering the child's development. These parent-teacher conferences tended to "formalize" the relationship between teacher and parents which had developed throughout the year on a less formal basis. Immediately after conducting the parent-teacher conference, the teaching staff tape recorded a report of the conference which was then entered into the permanent data file.

As mentioned in the section on child assessment procedures, a number of formal instruments and rating scales were used to assess the initial status of the children. Parents, of course, were aware that their children were being rated and wished to know the results of these ratings. In order to give feedback to the parents and to obtain additional information regarding the parents' attitude toward intelligence tests, rating instruments, etc., a member of the research staff visited each home and conducted a "feedback" interview with the parents. The staff member discussed the child's standing relative to his nursery school, the entire project school group, and the national norms, where available. Care was given not to provide parents with specific scores but rather to speak generally regarding the child's standing. At the conclusion of the interview, the research staff member filed a report on the nature and content of the "feedback" interview.

At the conclusion of the three year period each family was visited by a member of the research staff who conducted an "exit" interview. The purpose of this interview was to obtain the parents' impressions of the effect of the NICE program on their nursery school child and their family. Particular emphasis was placed on soliciting the parents' feelings and expectations regarding their child's entrance into the kindergarten program of the public schools in September. Questions paralleling those in the intake interview were asked so that similarities and differences in parental responses over the three year period could be detected.

Another major source of family data were the ratings and reports prepared in connection with the "Home Task" program, which is reported in Chapter Eight of this report.

Reports from other sources. Many project staff members and non-staff personnel came into contact with the families of this project. The frequency and quality of these contacts varied widely. Nevertheless, because of the comprehensive nature of the study and the depth with which each family was being followed, information from any source available was included as part of the data. These included studies conducted by graduate students doing field work with the parents and children in this study, from social work student contacts, from public and private agency records, and the like. In addition, reports on all parent meetings of whatever nature, were reported and entered as a part of the family data.

Data Organization

As indicated in the preceeding sections, data on the children and families covered, in depth, a wide range of topics, and came from a variety of sources. Because of the confidential nature of the data collected, all anecdotal material, interview transcripts, and special reports were maintained in locked files in the project office. This large mass of narrative material on each family necessitated the establishment of a data filing system that would permit both ease of filing and immediate access for reference regarding any particular aspect of the child or family.

To accomplish this, a system of identification and categorization of information was essential. The following procedure was developed:

1. All narrative material was typed, in duplicate.
2. A separate file was maintained for each child, and for each family. An identification number was assigned to each child, and that number was also used for his family. This I.D. number designated the child's sex, race, residence area, and nursery school assignment. Where there were two children in a family, each child was assigned a separate I.D. number.
3. Each document in the file was assigned a Document Identification Code, which identified it according to its type; i.e. ANEC for anecdotal reports, ADAPT for Adaptability interviews, etc. Each document was numbered in the order in which it was received, thus the number of the document indicated its order, chronologically. Each document was also identified by its originator's name and the date of preparation.
4. Because of the mass of narrative material which was produced during the course of this project, it immediately became necessary to devise a system for "cataloging"

and cross-referencing the information so that data on any topic for any individual could be easily obtained.

To accomplish Item 4, a series of "Quick Reference" sheets were maintained for each child and for each family. Each Quick Reference sheet provided a listing of the location of all data pertaining to a specific topic, and a very brief descriptive statement of the content of the reference. For example, the Quick Reference sheet for the "Family's Current Life Style" may include such listings as:

INTAKE	meals are prepared by older sister
ANEC 4	family seldom eats together
ADAPT	father visits home only on Saturday evenings

Such listings directed the reader to the documents which contain a complete description of the content alluded to in the brief statement.

The Document Identification Code was listed so that the reader may locate, in the document files, the document containing the full narrative relative to the topic. The brief statement was used as a summary and as a guide to the content of the material in the document file. Following is a listing of the categories of topics for which a Quick Reference Sheet was prepared:

CHILD RECORD

C-1 Medical Information
    A. Health History
    B. Current Health

C-2 Developmental-physical, emotional, mental, social
    A. History
    B. Current
    C. Test Data

C-3 Daily Routine
    A. History
    B. Current, i.e., home, school

C-4 Child's Perception
  A. Of self
  B. Of others

FAMILY RECORD

F-1 Medical Information
  A. Health history
  B. Current health

F-2 Demographic Data
  A. History-past socio-economic status
    1. Moves
    2. Occupation
    3. Family Constellation
    4. Educational background
    5. Income level
  B. Current-socio-economic status plus changes during duration of project

F-3 Life Style
  A. History
    1. Routines
    2. Critical events
  B. Current-typical day

F-4 Community Resources
  A. History of participation, use
  B. Current participation, use, awareness
  C. Attitudes and expectations toward

F-5 Perceptions of family, attitudes, impressions, hunches
  A. By family
  B. By others-i.e., neighbors, staff, families, other agencies

Because Quick Reference Sheets were maintained separately for each child and for each family for each topic, there was immediate reference access to any type of information contained in the document file. For example, if it was desired to obtain a complete listing of all the documents presenting information as to how the child perceived himself, these documents were listed on the child's Quick Reference Sheet C-4, along with a short statement regarding the content of the data contained in each document. If a researcher wished to compile statistics on the use of the community resources of all the St. Francis Square families, he could examine the Quick Reference Sheet F-4 for that group of families. Thus, extracting specific information on any child or family, or groups of children or families, was facilitated by the use of the Quick Reference Sheets.

These files constituted the "data bank" for each family and were frequently consulted by the staff during the course of the project.

This data bank served as a repository of descriptive information providing a valuable documentation source for describing the activities and processes in the program over the three year period. In addition, during the project, it was used as a guide for curriculum development and family program planning. It served as a reference source when making judgments on the more formalized rating instruments described in "Mother Assessment Procedures" and for the findings described in Chapter Eight.

Child Data: Description and Analyses of Child Assessment Procedures

In addition to the anecdotal narrative regarding the children's development over the three year period described earlier, a series of more formal assessment procedures were employed in order to obtain status and growth measures on the children. This section presents a description of these measurement instruments and the analyses of data derived from them.

Two formal "tests" were utilized to evaluate the intellectual status of the children over the three year period. In addition, a series of ratings using scales dealing with social competency, language development, basic trust, autonomy, and initiative were obtained. Each of these instruments will be described and the results of the statistical tests will be presented.

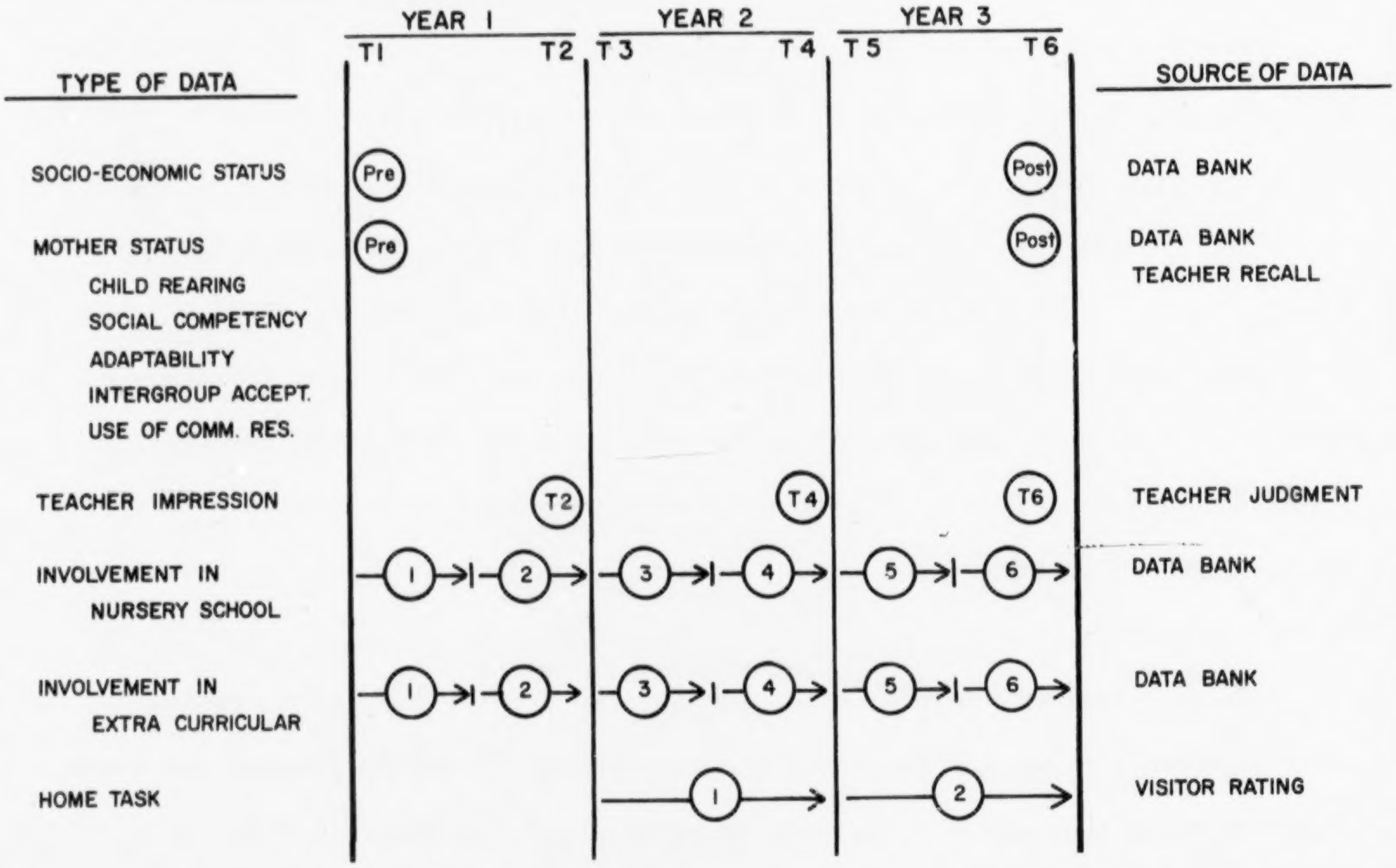
For statistical tests of the difference between two mean scores, the t ratio for correlated means is reported. All reported correlations are Pearson

Product-Moment Correlation Coefficients. Where comparisons across groups overtime are made, analysis of variance for multifactor experiments having repeated measures on the same elements (Winer 121)was employed. Statistical tests were taken as significant if they reached the .05 level. The following coding system was established to identify the time points during the three year period. This coding system will be used in the tables and graphs presented in this chapter.

T1	Beginning of first pre-school year (Pretest)	Sept. 1966
T2	End of first pre-school year	July 1967
T3	Beginning of second pre-school year	Sept. 1967
T4	End of second pre-school year	July 1968
T5	Beginning of third pre-school year	Sept. 1968
T6	End of third pre-school year (Post-test)	July 1969

Figure 1 illustrates the various instruments and the time points at which child data were obtained.

TYPES AND SOURCES OF MOTHER DATA AND COLLECTION TIME POINTS Figure 1


YEAR I
YEAR 2
YEAR 3
TI
T2
T3
T4
T5
T6
TYPE OF DATA
SOURCE OF DATA
SOCIO-ECONOMIC STATUS
Pre
Post
DATA BANK
MOTHER STATUS
CHILD REARING
SOCIAL COMPETENCY
ADAPTABILITY
INTERGROUP ACCEPT.
USE OF COMM. RES.
Pre
Post
DATA BANK
TEACHER RECALL
TEACHER IMPRESSION
T2
T4
T6
TEACHER JUDGMENT
INVOLVEMENT IN NURSERY SCHOOL
1
2
3
4
5
6
DATA BANK
INVOLVEMENT IN EXTRA CURRICULAR
1
2
3
4
5
6
DATA BANK
HOME TASK
1
2
VISITOR RATING

Assessment of Children's Intellectual Ability

To obtain an estimate of the children's initial intellectual status and change over the the three-year nursery school period, each child was administered the Stanford-Binet Intelligence Scale, Form L-M, at the beginning and at the end of the three year period. This instrument was selected because of its widespread use in assessing intelligence, with norms beginning at the two-year level.

In addition, to provide periodic evaluation data, the Peabody Picture Vocabulary Test (PPVT) was administered to each child at four time points: at the beginning of each school year and at the end of the third year. This instrument was selected because of its ease of administration and because it does not require a child to respond verbally. This latter factor was particularly desirable during the initial testing when the children were two-years old.

Researchers recognized the inherent unreliability of using such instruments with children of such young age. It was nevertheless felt that the data obtained would somewhat accurately reflect the children's intellectual status if administered by a familiar adult who had previously established a friendly relationship with the children. For the Binet testing, a member of the evaluation staff who was both trained in the use of the instrument and was accepted by the children, administered the test. The nursery school teachers were trained in the testing procedures of the PPVT and, because of their day-to-day relationship with the children, found optimum times during the course of the school day to administer it to each child.

Figure 2 depicts the mean Binet IQs for the initial and final testing for the three residence types and the total sample. Tables 13 and 14 present the means, standard deviations and the analysis of variance of the Binet IQ data.

INITIAL AND FINAL STANFORD-BINET MEAN IQ FOR TOTAL SAMPLE AND BY TYPE OF RESIDENCE

Figure 2

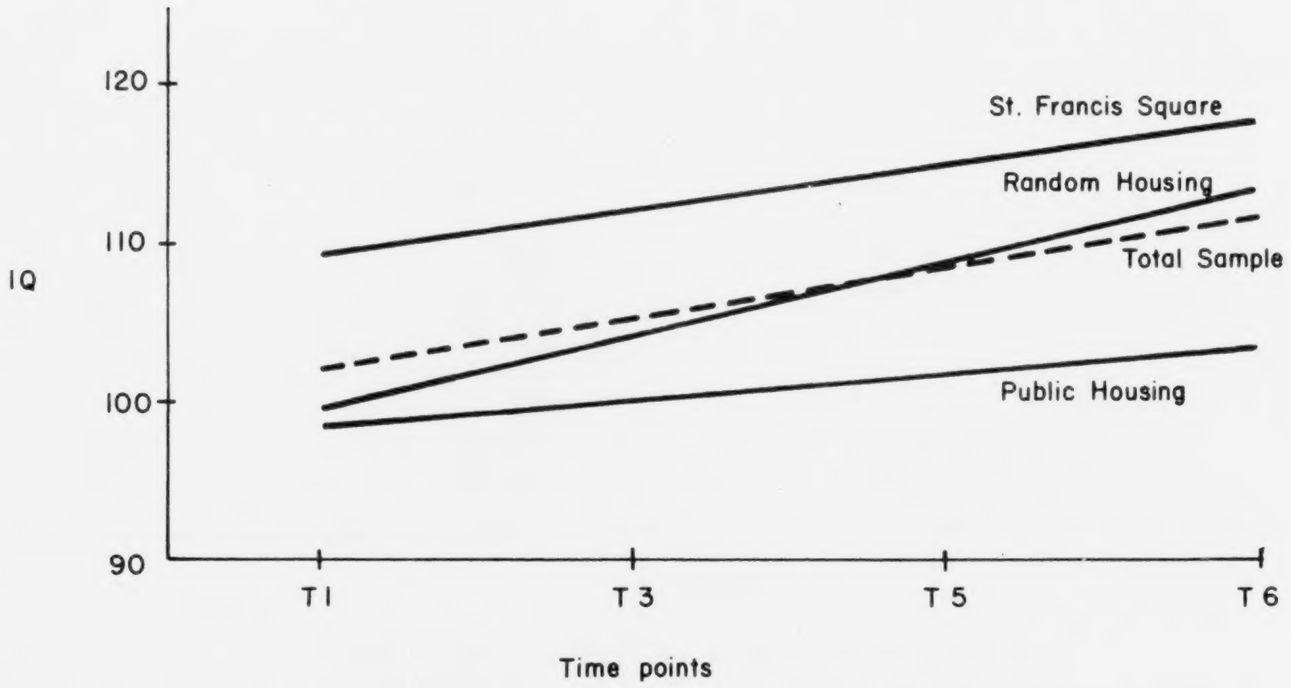


Table 13

Means, Standard Deviations and Stability Coefficients of Initial and Final Stanford-Binet IQs for the three Types of Residence and the Total Sample

	Initial IQ (T1)	Final IQ (T6)	r
Public Housing			
N	14	14	
Mean	98.14	103.21	.62
S.D.	13.65	16.28	
St. Francis Square			
N	14	14	
Mean	108.50	116.79	.36
S.D.	17.65	11.98	
Random Housing			
N	13	13	
Mean	99.92	113.23	.45
S.D.	7.94	18.30	
Total Sample			
N	41	41	
Mean	102.24	111.02	.48
S.D.	14.52	16.71	

Table 14

Analysis of Variance of Initial and Final Stanford-Binet IQs by Type of Residence

Source	S.S.	df	M.S.	F
Between Subjects				
Residence types	280	2	140.00	3.01 n.s.
Subjects within types	1,861	40	46.53	
Within Subjects				
Time Points	1,457	3	485.67	30.41 p < .01
Interaction (Type x Time)	209	6	34.83	2.18 n.s.
Time x Subjects within Types	1,916	120	15.97	

The mean Peabody Picture Vocabulary Test IQs are depicted in Figure 3 at the four testing points for the three residence types and the total sample. Tables 15 and 16 present the means, standard deviations and the analysis of variance for these PPVT data.

PEABODY PICTURE VOCABULARY TEST MEAN IQs FOR TOTAL SAMPLE AND BY TYPE OF RESIDENCE

Figure 3

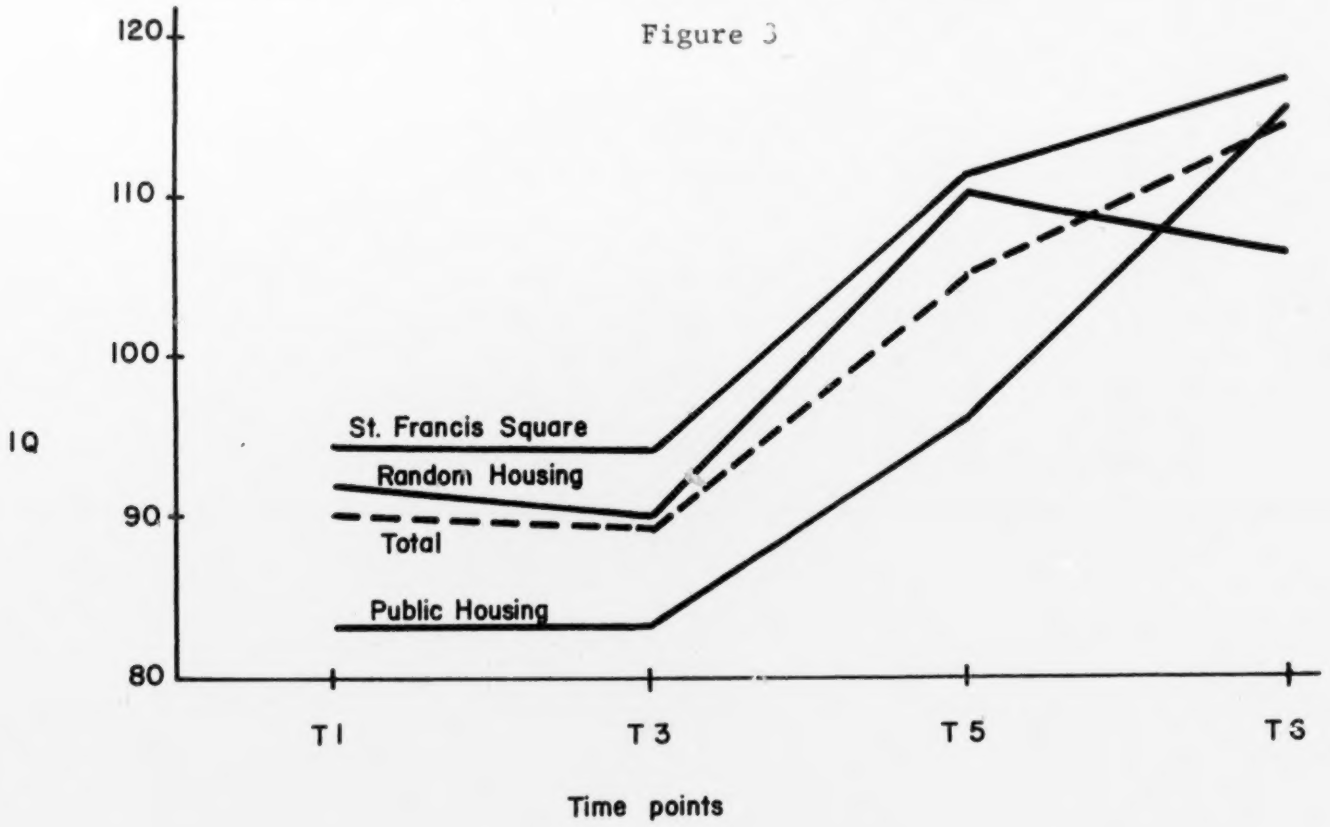


Table 15

Means, Standard Deviations and stability coefficients of Peabody Picture Vocabulary test IQs at four time points for the Three Types of Residence and the total sample.

	T1	T3	T5	T6	r T1-T6
Public Housing					
N	13	13	13	13	
Mean	82.69	82.57	96.21	115.00	.40
S.D.	8.09	10.12	13.72	19.25	
St. Francis Square					
N	14	14	14	14	
Mean	93.79	93.64	110.57	117.00	.43
S.D.	16.64	17.30	10.81	17.88	
Random Housing					
N	13	13	13	13	
Mean	91.92	89.77	109.69	108.46	.29
S.D.	14.35	13.06	20.30	14.57	
Total Sample					
N	40	40	40	40	
Mean	89.58	88.63	105.39	113.58	.32
S.D.	14.44	14.58	16.69	17.74	

Table 16

Analysis of variance of Peabody Picture Vocabulary Test IQs for the three Residence Types over four time points

Source	S.S.	df	M.S.	F	
Between Subjects					
Residence Types	2,293	2	1,146.50	2.25	n.s.
Subjects with Types	18,813	37	508.46		
Within Subjects					
Time Points	17,951	3	5,983.67	37.27	$p < .01$
Interaction (Type x Time)	1,368	6	228.00	1.42	n.s.
Time x Subjects	17,819	111	160.53		

For the total sample, the correlation between initial Binet IQs and initial PPVT IQs was .52; between final Binet IQs and final PPVT IQs the correlation was .43; between the amount of increase in Binet IQs and PPVT IQs, the correlation was .27.

Results of Stanford Binet Intelligence Scale Testing. The over-all gain in Binet IQ over the three year NICE preschool program was from 102 to 111 for a gain of 9 IQ points. This gain was significant beyond the .01 level. For the three housing groups, the largest gain was in the Random Housing group, gaining from 100 to 113; the St. Francis Square group, gained 9 IQ points from 108 to 117; the least gain was in the Public Housing group, gaining 5 IQ points, from 98 to 103. Analysis of variance across housing areas yielded a significant gain (p .01) over time. There was no significant difference between the housing groups on this variable.

Results of Peabody Picture Vocabulary Testing. Over the three year period the total child sample had a mean gain of 24 PPVT IQ points, with the Public Housing children showing a mean gain of 32 IQ points, from 83 to 115; St. Francis

Square children gained 23 IQ points, from 94 to 117; the Random Housing group gained 16 points, from 92 to 108. Analysis of variance for the three housing groups yielded a significant difference over time ($P < .01$). There was no significant difference detected among the three housing groups. It is of interest to note that the mean IQ for each of the three groups at T1 and T3 was below the national norms, whereas, at T6 all three groups had mean IQs above the national norms for this scale. For all three groups, the greatest gains occurred during the second preschool year. There was no gain exhibited for any housing group during the first year of preschool on this instrument.

The Stanford-Binet Intelligence Scale and the Peabody Picture Vocabulary Test were the only two formal test instruments utilized during the course of the project with the children. Because of the young age of the children, and because of the desire to provide a "natural" nursery school program without imposition of constant testing sessions in the schools, all other evaluational instruments providing data on the children were in the form of rating scales which were completed by the teaching staff. Five such evaluational rating devices were used periodically throughout the project period.

Implications

1. One of the major objectives of the nursery school program was not increasing I.Q. per se. On the contrary, concern with "improving" or "increasing" the children's Intelligence Quotient was least as a goal of the project. Nevertheless, the Binet and PPVT test results clearly indicate a significant growth in the children's IQ. The implication is that, where a program has a holistic focus, as described in Chapter Six, with self selection being of prime importance, as much increase occurs in "measured intelligence" as in those programs that are designed primarily

to foster an increase in this area.

2. The mean gain of 24 IQ points on the Peabody Picture Vocabulary Test is a reflection of the language emphasis and the richness of the verbal stimulation which permeated the nursery school program. As pointed out earlier, this was a "talking" school teachers talked, children talked, parents talked, visitors talked--in a manner that is typical of conversing, as opposed to programs that merely expand the children's language through designed curricular approaches. The language of disadvantaged children can be improved by using non-directive, conversational means and by building on their "mother tongue".

3. The lack of growth in the PPVT during the first year may be a result of the program's primary focus during that year upon the development of basic trust. Once this was established, then it might be conjectured that the child's cognitive domain is able to grow and is able to sustain its growth without an inordinate amount of psychic energy being expended to ascertain if the environment is truly trustworthy.

Questions

1. Was the cross-cultural nature of the sample responsible for increases in measured intelligence, particularly with the Public Housing children?

2. If the sample had been composed of St. Francis Square children solely, (i.e. not cross-cultural) would that group have shown even greater growth in IQ?

3. Will the level of IQ scores obtained at the conclusion of the project be sustained as the children proceed through the public school program?

Assessment of Social Competence

The California Preschool Social Competency Scale was utilized in this project because of the increasing emphasis on the preschool child's social development.

This scale measure the adequacy of preschool children's interpersonal behavior and the degree to which they assume social responsibility. Implicit in this concept in the measurement of independence. Social competency is considered more functionally related to specific cultural experiences than are the tasks typically included in intelligence tests, which are designed to measure generalized processes. Experience with Head Start and other pre-school programs indicates the significance of social competency as an indicator of growth and development. The California Preschool Social Competency Scale is designed for use with children ages 2 years and 6 months through 5 years and 5 months. The national norms are based on teacher ratings of children in pre-school or nursery school programs. The scale consists of 30 items covering a wide range of behaviors such as response to routine, response to the unfamiliar, following instructions, making explanations, sharing, helping others, initiating activities, giving direction to activities, reaction to frustration, and accepting limits.

Ratings on each child were provided by the teaching staff at four time points during the three year period; at the beginning of each school year and at the end of the third school year.

Figure 4 depicts the Percentiles of the California Preschool Social Competency Scale scores at the four testing points for the three residence types and the total sample. Tables 17 and 18 present the means, standard deviations and the analysis of variance for these data.

PERCENTILES OF CALIFORNIA PRESCHOOL SOCIAL COMPETENCY SCALE SCORES FOR TOTAL SAMPLE AND BY TYPE OF RESIDENCE

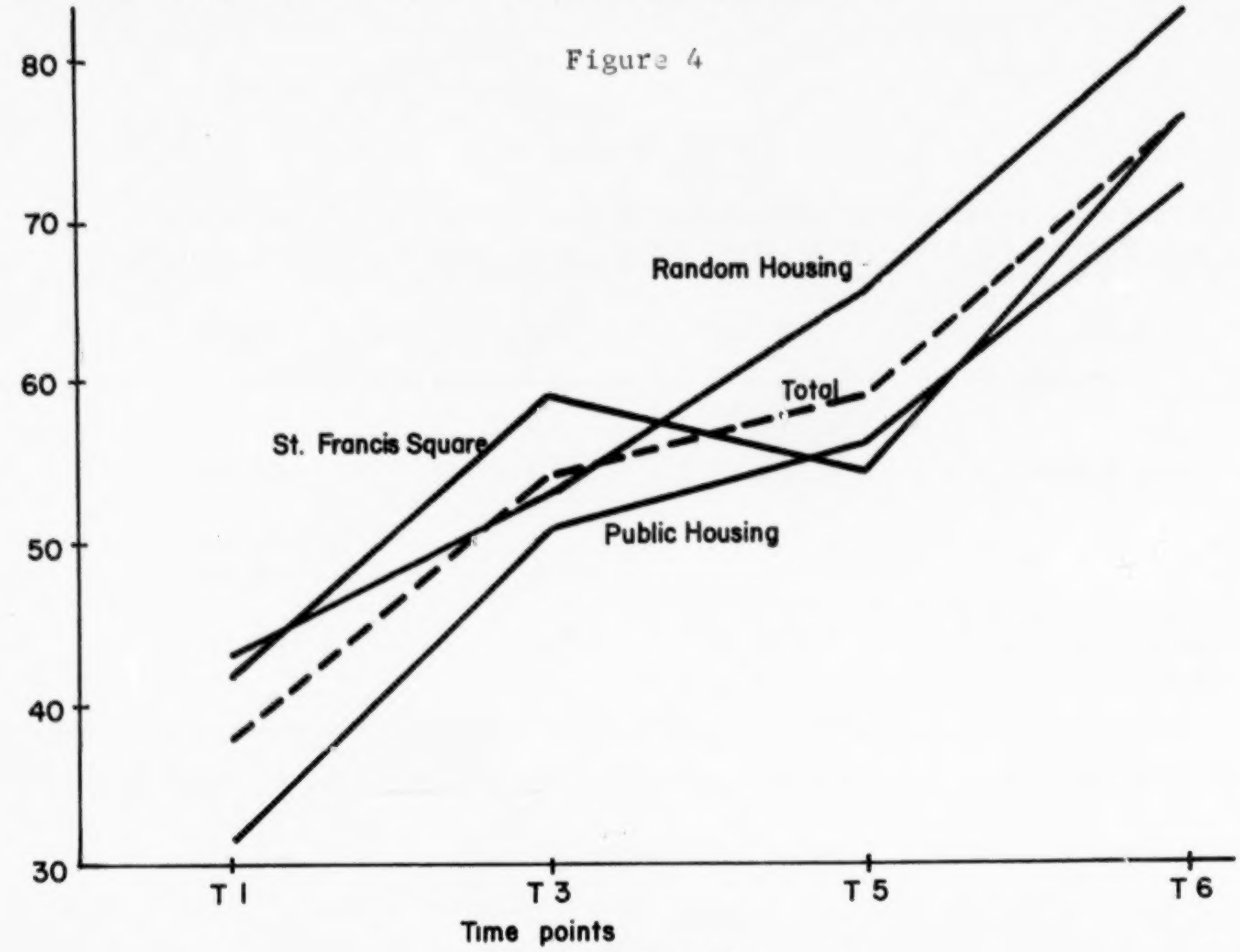


Figure 4

Table 17

Means, Standard Deviations and Stability Coefficients of California Preschool Social Competency Scale Scores at Four Time Points for the Three Types of Residence and the Total Sample

	T1	T3	T5	T6	r T1-T6
Public Housing (N= 15)					
Mean	57.33	78.20	83.40	96.73	.28
S.D.	12.08	13.25	12.43	11.19	
Percentile Equivalent	30.93	50.80	56.33	72.13	
St. Francis Square (N=14)					
Mean	68.79	88.14	93.86	102.57	.19
S.D.	12.93	18.43	11.95	74.42	
Percentile Equivalent	41.57	58.71	54.29	75.93	
Random Housing (N=14)					
Mean	66.57	81.71	93.07	104.14	
S.D.	12.40	11.77	12.69	9.49	.35
Percentile Equivalent	42.79	52.93	66.07	81.50	
Total Sample (N= 43)					
Mean	64.07	82.58	89.95	101.05	.35
S.D.	13.43	15.30	13.26	10.07	
Percentile Equivalent	38.26	54.07	58.84	76.42	

Table 18

Analysis of Variance of California Preschool Social Competency Scale Scores for the Three Residency Types over Four Time Points

Source	S.S.	df	M.S.	F
Between Subjects				
Residence Types	2,891	2	1,445.53	3.48 $p < .05$
Subjects within Types	16,606	40	415.15	
Within Subjects				
Time Points	31,156	3	10,385.33	126.37 $p < .01$
Interaction (Type x Time)	359	6	59.83	.73 n.s.
Time x Subjects within Types	9,892	120	82.18	

Table 19 presents the correlations between social competency ratings and Binet and PPVT IQs for initial, final, and change scores.

Table 19

Correlation between Social Competency Ratings and Binet and PPVT IQs

	Initial Ratings	Final Ratings	Change Scores
Social Competency vs. Binet IQ	.33	.40	.18
Social Competency vs. PPVT IQ	.34	.30	.18

Table 20 presents the correlations between Binet IQs, PPVT IQs and social competency ratings and the socio-economic ratings of the families. These are presented for the total sample as well as by type of residence. In each case, the correlations are presented for the initial socio-economic status ratings with the initial, final and change scores on the other variables. The method of obtaining socio-economic status ratings on the families was presented in Chapter Four.

Table 20

Correlations between Socio-Economic Status Ratings and Initial, Final and Change Measures on Binet, PPVT, and Social Competency for Total Sample and by Type of Residence

	Binet IQ			PPVT IQ			Social Competency		
	Initial	Final	Change	Initial	Final	Change	Initial	Final	Change
Public Housing	.14	.22	.21	.19	.00	-.27	-.47	-.29	.21
St. Francis Square	.02	.67	.35	.32	-.30	-.13	-.10	.18	.22
Random Housing	-.04	.45	.42	.43	.19	-.15	-.08	.53	.32
Total Sample	.23	.46	.35	.43	.11	-.22	.02	.20	.08

Results of the California Social Competency Scale Ratings. There was a significant increase over the three year period in the percentile equivalent of mean scores for the total group on the California Preschool Social Competency Scale from the 38th percentile at T1 to the 78th percentile at T6. Analysis of variance across the housing groups yielded significant differences in social competency scores among the housing areas across time, the Random Housing Group generally being the higher group at the four time points, increasing from the 43rd percentile at T1 to the 82nd percentile at T6, for a gain of 39 percentile points over the three-year period. The Public Housing Groups were generally the lowest, gaining from the 31st percentile to the 72nd percentile over the three-year period. The Square Group gained from a T1 percentile equivalent of 42 to the 78th percentile at T6.

Means of all groups were below the national norm at the initiation of the project (T1); means of all groups were at or above the norm at all subsequent time points. The greatest gains were attained during the first and third school years.

Implications

1. When a family approach is used in the development of social competency, the children exhibit great increases in their level of social competency.

2. The children grew because they had socially competent models, both adults and peers.

3. The expectations held by the teaching staff regarding the ability of the children to perform, coupled with the basic trust which had been established, freed the children to develop their competencies.

4. Because of their exposure to a rich, challenging and trusting program in which the concepts measured by the social competency scale were a part of the daily nursery school curriculum, the Public Housing children had an opportunity to make the kind of gains which put them at the 72nd percentile at the end of the project.

5. The great gains on this scale may have been due to the holistic conceptualization of social competence as measured by this instrument being coupled with a holistically conceived three year nursery school program.

Questions

1. Other things being equal, is there a relationship between the level of basic trust a child has and the degree to which he can grow in social competency?

2. Will the high level of social competency achieved by these children be maintained as they progress through public school?

3. Does the status of a child as specified by his rating on this scale have any prognostic value in predicting school success?

4. Does a high degree of social competency in the child result in better parent-child relationships?

Assessment of Language

The language development of the nursery school children was an important aspect of the school program. To obtain data on the children's use of language, a Language Description Scale was developed which includes ratings on a series of items, and, additionally, requires that the rater provide descriptive illustrations and a narrative summary of the child's language development. This scale is included in this report as Appendix R.

This instrument provides an assessment of the child's use of language in a comprehensive way. It measures how children grow not only in the more obvious uses of language but also in the ways their language expresses their general state of being. That is, how their voices reveal their characteristic emotional states, how their use of language reflects their ways of thinking and of relating to others.

Ratings were obtained on the language scale at the end of each of the three school years. At the initiation of the project this scale had not been developed, thus precluding pre-test ratings.

Figure 5 depicts the mean language scale scores at the three testing points for the three residence types and the total sample. Tables 21 and 22 present the means, standard deviations and the analysis of variance for the language scores.

LANGUAGE SCALE MEAN SCORES FOR TOTAL SAMPLE AND BY TYPE OF RESIDENCE

Figure 5

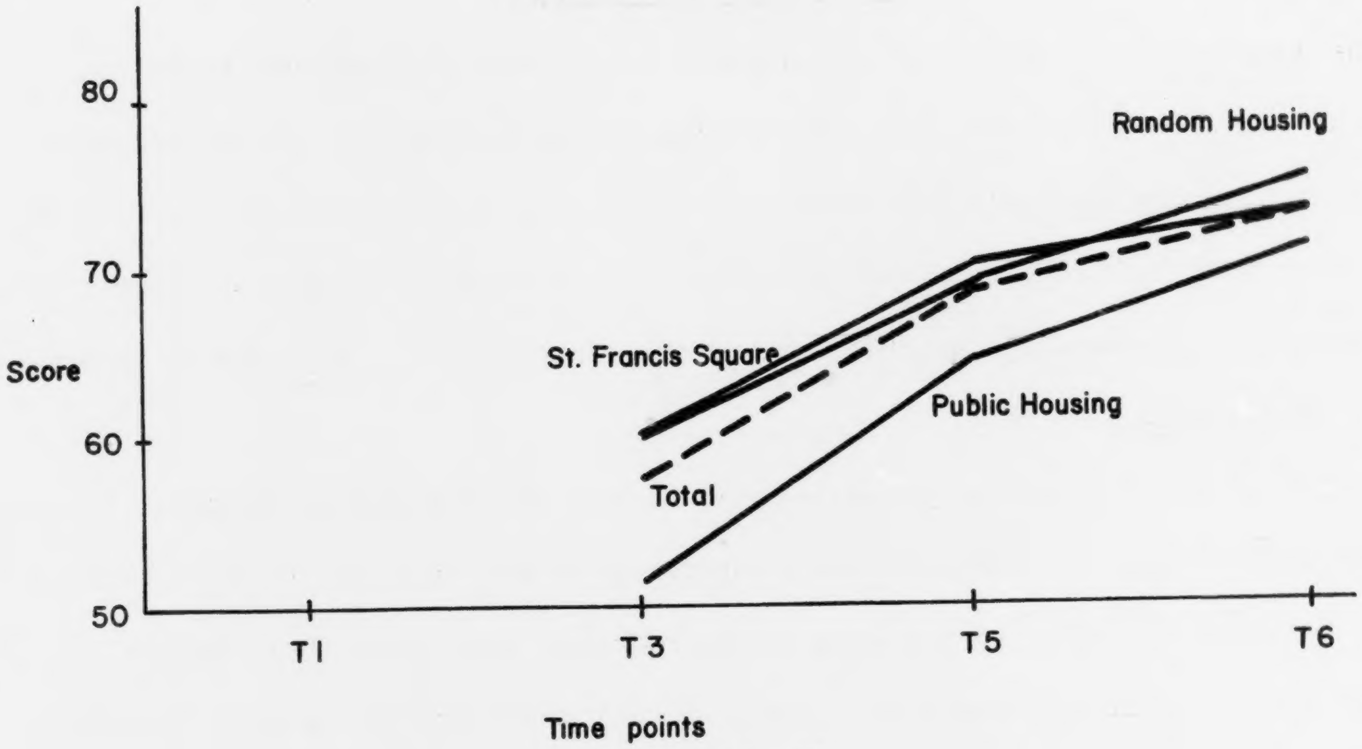


Table 21

Means, Standard Deviations and Stability Coefficients of Language Scale Scores at Three Time Points for the Three Types of Residence and the Total Sample

	T3	T5	T6	r T3-T6
Public Housing				
N	15	15	15	
Mean	51.13	64.13	71.00	.43
S.D.	12.71	7.90	5.40	
St. Francis Square				
N	14	14	14	
Mean	60.29	70.00	73.29	.87
S.D.	14.68	9.38	5.70	
Randon Housing				
N	14	14	14	
Mean	60.14	69.21	75.07	.37
S.D.	12.34	9.31	5.09	
Total Sample				
N	43	43	43	
Mean	57.05	67.70	73.07	.61
S.D.	13.96	9.25	5.66	

Table 22

Analysis of Variance of Language Scale Scores for the Three Residence Types over Three Time Points

Source	S.S.	df	M.S.	F
Between Subjects				
Residence Types	1,026	2	513.00	.72 n.s.
Subjects within Types	28,713	40	717.83	
Within Subjects				
Time Points	5,720	2	2,860.00	65.60 $p < .01$
Interaction (Type x Time)	197	4	49.25	1.13 n.s.
Time x Subjects within Types	3,488	80	43.60	

Results of Language Scale Ratings. Gains in Language Scale mean scores for the total group, by living area over time were significant beyond the .01 level. However, this gain is in raw score terms on an unstandardized instrument, and therefore, is uninterpretable.

There was no significant difference among the three types of residence in mean level of ratings over the three time periods. The stability coefficient for the St. Francis Square children was much higher than for the other two residence types.

Implications

The rich language environment in the NICE schools, the emphasis upon mother's teaching in the home, and the early age of entrance combined to develop a free flow of language that offset the cultural deprivation that frequently sets in with low income children.

When children come from a relatively rich language environment (St. Francis Square), their language patterns are stabilized by the time of school entrance whereas children with a meager language background are more dependent upon the early enriching experiences of the school. Therefore, the children in this group in the NICE project were more amenable to differential gains.

Questions

1. Were the cross-cultural associations responsible for the gains that all children made?

2. Since children gained in language facility without a structured, formalized language program, what might have been the results if they had had such a program?

Assessment of Basic Trust, Initiative, and Autonomy

The nursery school program had as part of its objectives the development of basic trust, initiative, and autonomy, The underlying rationale and full description of the need for developing these attributes at the nursery school age level was presented in Chapter Six. To provide some quantified data on the status and growth of the children in these areas a rating scale, called the Behavior Rating Scale, was developed.

The scale, presented as Appendix S, contained ten items to be rated by the teacher for each of the subscales of trust, initiative, and autonomy. Because of the experimental nature of this first form of the scale, its use as a reliable and valid instrument is unknown. However, in rating children on this scale, the content of the items served as a reminder to the staff of those specific behaviors that foster the attributes of trust, initiative and autonomy, thereby providing cues for program. Ratings on each child were obtained at the initiation of the project and at the end of each school year.

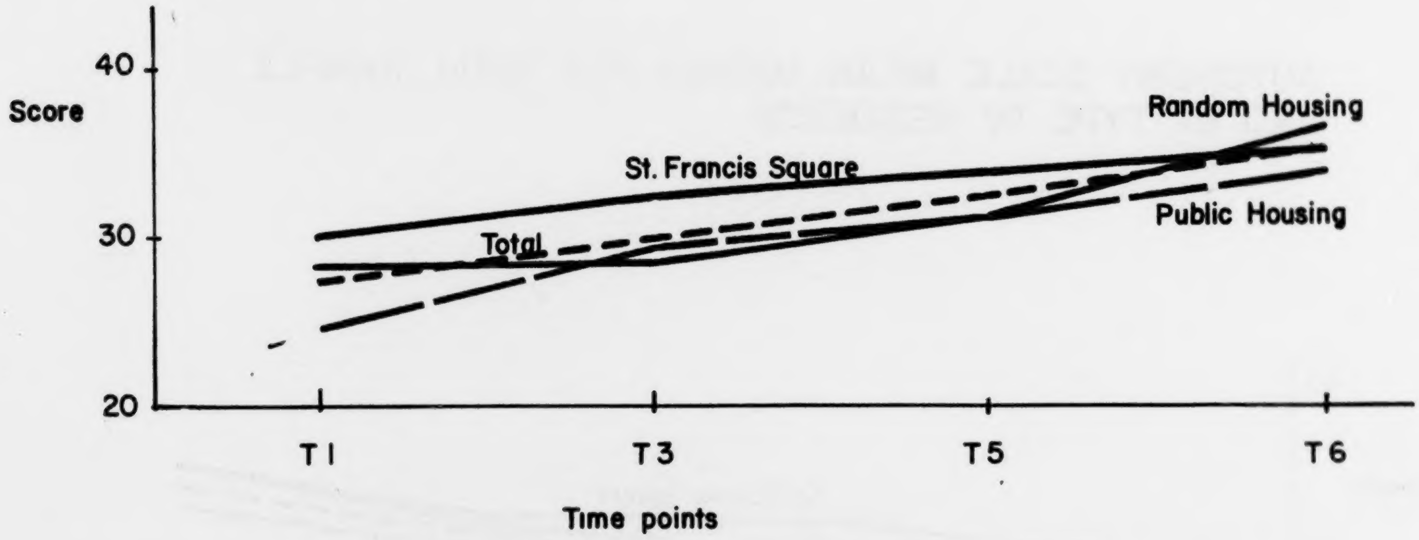
The mean scores at the four testing points for the three residence types and the total sample are presented in Figures Six, Seven and Eight for the Basic Trust, Initiative and Autonomy scales, respectively.

Tables Twenty-three through Twenty-eight presents the means, standard deviations and the analyses of variance for the data on these three scales.

Table Twenty-nine presents the intercorrelations between the ratings on the Basic Trust, Initiative, and Autonomy Scales for the initial, final, and change ratings (growth measures for pre-to post-test).

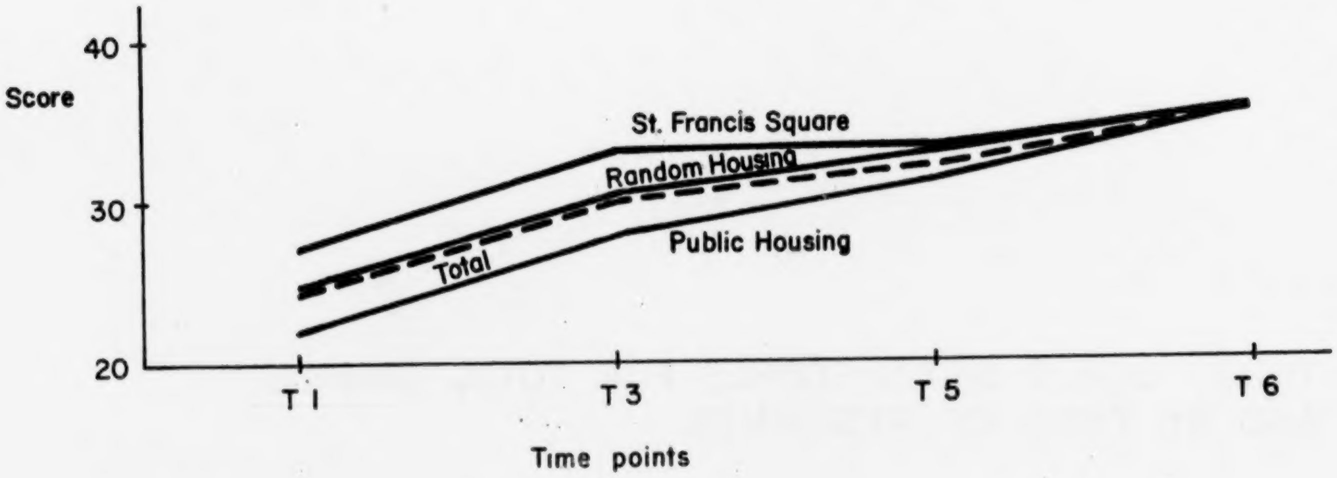
TRUST SCALE MEAN SCORES FOR TOTAL SAMPLE AND BY TYPE OF RESIDENCE

Figure 6



INITIATIVE SCALE MEAN SCORES FOR TOTAL SAMPLE AND BY TYPE OF RESIDENCE

Figure 7



AUTONOMY SCALE MEAN SCORES FOR TOTAL SAMPLE AND BY TYPE OF RESIDENCE

Figure 8

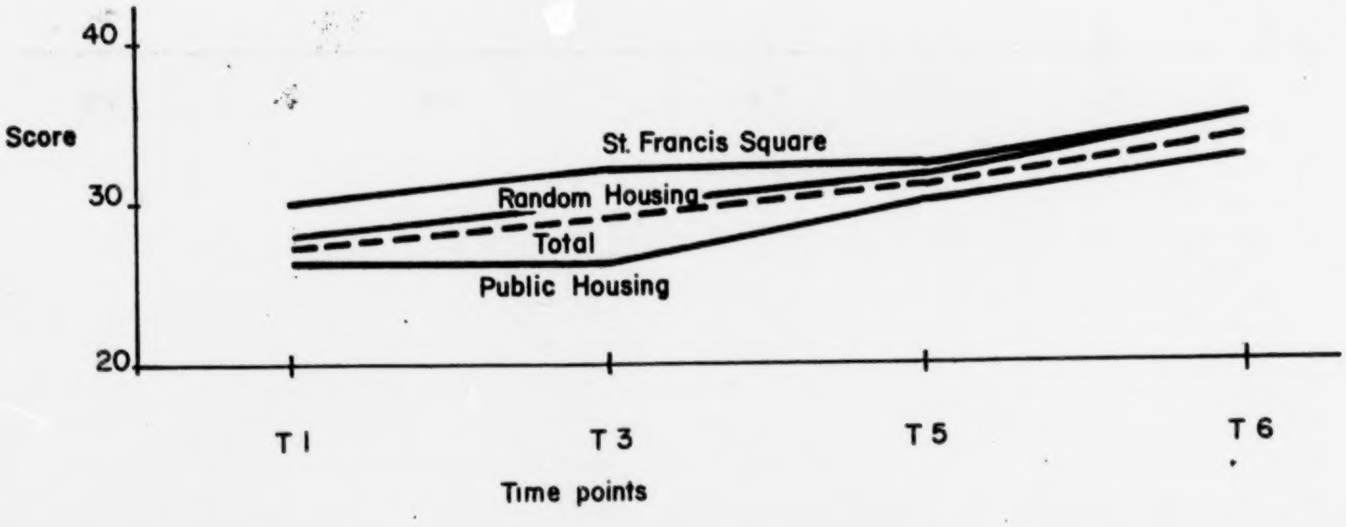


Table 23

Means, standard deviations ans stability coefficients of Trust Scale scores for the three housing groups at four time points

	T1	T3	T5	T6	r T1-T6
Public Housing					
N	15	15	15	15	
Mean	23.73	29.07	30.93	34.00	-.03
S.D.	5.47	4.75	3.19	3.63	
St. Francis Square					
N	14	14	14	14	
Mean	30.00	32.00	32.71	35.36	.49
S.D.	6.28	5.21	3.61	2.55	
Random Housing					
N	14	14	14	14	
Mean	27.71	27.50	31.29	35.71	.18
S.D.	6.80	5.05	4.91	2.55	
Total Sample					
N	43	43	43	43	
Mean	27.07	29.51	31.63	35.00	.24
S.D.	6.72	5.33	4.03	3.07	

Table 24

Analysis of variance of Trust Scale scores for the three Residence types over four time points

Source	S.S.	df	M.S.	F
Between Subjects				
Residence Types	280	2	140.00	3.01 n.s.
Subjects within Types	1,861	40	46.53	
Within Subjects				
Time Points	1,457	3	485.67	30.41 $p < .01$
Interaction (Type x Time)	209	6	34.83	2.18 n.s.
Time X Subjects within Types	1,916	120	15.97	

Table 25

Means, standard deviations and stability coefficients of Initiative Scale scores at four time points for the three Types of Residence and the total sample

	T1	T3	T5	T6	r T1-T6
Public Housing					
N	15	15	15	15	
Mean	21.73	27.93	31.00	34.53	.47
S.D.	5.26	5.20	3.06	2.87	
St. Francis Square					
N	14	14	14	14	
Mean	27.07	32.79	32.79	34.79	.63
S.D.	7.92	5.72	3.67	2.62	
Random Housing					
N	14	14	14	14	
Mean	24.36	30.00	32.57	35.43	.56
S.D.	5.76	3.98	3.31	2.82	
Total Sample					
N	43	43	43	43	
Mean	24.33	30.19	32.09	34.91	.38
S.D.	6.76	5.41	3.44	2.80	

Table 26

Analysis of variance of Initiative Scale scores for the three Residence Types over four time points

Source	S.S.	df	M.S.	F
Between Subjects				
Residence Types	274	2	137.00	2.70 n.s.
Subjects within types	2,030	40	50.75	
Within Subjects				
Time Points	2,585	3	861.67	63.50 $p < .01$
Interaction (Type x Time)	137	6	22.83	1.68 n.s.
Time x Subject within Types	1,628	120	13.57	

Table 27

Means, standard deviations and stability coefficients of Autonomy Scale scores at four time points for three types of Residence and the total sample

	T1	T3	T5	T6	r T1-T6
Public Housing					
N	15	15	15	15	
Mean	25.53	26.33	29.53	33.00	.26
S.D.	5.67	4.53	2.87	3.16	
St Francis Square					
N	14	14	14	14	
Mean	29.71	31.50	31.79	34.79	.56
S.D.	4.53	5.56	3.61	1.93	
Random Housing					
N	14	14	14	14	
Mean	27.21	28.93	30.79	34.50	.26
S.D.	4.18	4.68	3.63	2.92	
Total Sample					
N	43	43	43	43	
Mean	27.44	28.86	30.67	34.07	.37
S.D.	5.15	5.37	3.50	2.85	

Table 28

Analysis of Variance of Autonomy Scale Scores for the Three Residence Types over Four Time Points

Source	S.S.	df	M.S.	F
Between Subjects				
Residence Types	325	2	162.50	4.38 $p < .05$
Subjects within types	1,485	40	37.12	
Within Subjects				
Time Points	1,057	3	352.33	30.45 $p < .05$
Interaction (Type x Time)	60	6	10.00	.86 n.s.
Time x Subjects within Types	1,388	120	11.57	

Table 29

Intercorrelations between ratings on Basic Trust, Initiative and Autonomy Scales for total child sample

	Initiative	Autonomy
INITIAL RATINGS		
Basic Trust	.53	.54
Initiative		.56
FINAL RATINGS		
Basic Trust	.80	.80
Initiative		.80
CHANGE RATINGS (pre-test to post-test)		
Basic Trust	.42	.60
Initiative		.56

Results of Basic Trust, Initiative and Autonomy Scale Ratings. The pattern of the mean scores over time by type of residence were similar for each of the three scales. Analysis of variance across time was significant for all three scales. However, as with the Language Scale, this significance is uninterpretable because it was derived from raw scores over time on an unstandardized instrument.

At the conclusion of the project the mean scores were virtually identical for the three residence types on all three scales.

Analysis of variance between type of residence yielded significant differences between the three housing groups on the Autonomy Scale only, with the Square group having higher mean scores at all time points.

Implications

Although at the conclusion of the project, the mean scores of the three residence types were approaching the ceiling of the scales, the finding that, the groups were at the same level at this time point may indicate that NICE had a positive effect in stimulating growth in basic trust, initiative, and autonomy.

This was particularly true with the public housing group.

The difference among the three residence types on the autonomy scale at the beginning of the project may be due to the fact that exploratory behavior is punished by low-income families whereas it is encouraged in middle-income families. In addition, inadequate space and an impoverishment of objects limit incentive to explore. The difference among the three residence types decreased due to the emphasis of the program on exploration and the availability of novel materials.

Questions

1. Did the bringing of playthings into the home via the home task visitor help to increase autonomy among low-income children?
2. How can low-income parents be helped to understand play and play materials in the development of autonomy?
3. What will the effects of public schools be on the degree of basic trust, autonomy, and initiative which these children have?

Family Data: Description and Analyses of Child Assessment Procedures

During the course of the project ratings were obtained on each family having a child enrolled in the nursery school. These ratings were made on a number of variables at various time points throughout the project period in order to provide data on the status of each family at specified points in the project and to detect the changes in its status over time.

This section will describe the instruments employed and the methods used in obtaining measures on the forty-two families who were in the project throughout the three year period. In order to preserve the "naturalness" of the family's participation in the project, no formal testing instruments were administered to the parents of the children. Rather, all instruments were in the form of rating scales utilized by various project staff members. A brief overview of the types of instruments used, collection time points, and the data scores for making ratings is presented in Figure Nine. A description of each instrument and the analyses of the data derived from it will be presented in the remainder of this chapter, with the exception of the "Home Task" ratings which were reported in Chapter Eight.

TYPES OF CHILD DATA AND COLLECTION TIME POINTS

Figure 9

	YEAR 1		YEAR 2		YEAR 3	
	T1	T2	T3	T4	T5	T6
STANFORD-BINET SCALE	Pre					Post
PEABODY PICTURE VOCABULARY SCALE	Pre		2		3	Post
CALIFORNIA PRESCHOOL SOCIAL COMPETENCY SCALE	Pre		2		3	Post
LANGUAGE SCALE			1		2	Post
AUTONOMY SCALE	Pre		2		3	Post
INITIATIVE SCALE	Pre		2		3	Post
TRUST SCALE	Pre		2		3	Post

Socio-Economic Status Ratings

The initial socio-economic status of the major wage earner's in each of the families was presented earlier in the section entitled "Sample Description". The scales used for these ratings (see Appendix A) were also presented and discussed at that time.

Ratings of the major wage earner's status at the termination of the project were also made in order to detect and describe changes occurring during the three-year project period. Tables Thirty through Thirty-three present the distributions of initial and final ratings, by type of residence, on the variables of Occupational Level, Source of Income, Residence Type, and Educational Attainment, respectively.

Table 30

Frequency of Initial and Final Occupational Level Ratings by Type of Residence

LEVEL	PUBLIC HOUSING INITIAL	PUBLIC HOUSING FINAL	ST. FRANCIS SQUARE INITIAL	ST. FRANCIS SQUARE FINAL	RANDOM HOUSING INITIAL	RANDOM HOUSING FINAL
1			1	1	2	2
2			5	4	1	1
3	1	1	6	5	3	2
4		3	1	3	1	2
5	1	1	1	1	1	3
6	5	5			2	2
7	1	1			1	
Welfare	7	4			1	1
Other					1	
N	15	15	14	14	13	13

Occupational level changed in the course of the project. In the Public Housing group, half of the women had jobs or were in training toward that goal at the end of the project. Of the Square families a divorce in one family caused a woman to become the major wage earner and her status was lower than that of her husband; and the man in the other family finished his college education and attained his professional goal. One family of professionals became students and adopted a "hippie" way of life. Among the Random group, several women became the major wage earners and one family improved their status through a fortuitous job change.

Table 31

Frequency of Initial and Final Source of Income Level Ratings by Type of Residence

	PUBLIC HOUSING		ST. FRANCIS SQUARE		RANDOM HOUSING	
LEVEL	INITIAL	FINAL	INITIAL	FINAL	INITIAL	FINAL
1						
2						
3			3	4	2	2
4	3	4	11	10	6	9
5	5	7			3	1
6						
7	7	4			2	1
N	15	15	14	14	13	13

With the exception of Public Housing the source of income level remained stable throughout the project. In Public Housing nearly half were at Level 7 (Welfare) at the beginning but this had been reduced by almost fifty per cent at the end of the project. The two people in Random Housing that were on welfare at the beginning of the project got off welfare, but one Random family got on welfare during the life of the project.

Table 32

Initial and Final Levels of Residence Types

	PUBLIC HOUSING		ST. FRANCIS SQUARE		RANDOM HOUSING	
LEVEL	INITIAL	FINAL	INITIAL	FINAL	INITIAL	FINAL
1						
2					1	2
3		1		1	1	1
4		3	14	13	4	4
5	10	7			4	4
6	5	4			2	2
7					1	
N	15	15	14	14	13	13

Of the Public Housing families, one moved to a suburban, single, family dwelling; one moved to a military post, three moved to random rentals of varying levels. Of the fourteen original Square families, five moved out of the Square and either bought or rented houses which were at the same level with the exception of one. Of the Random Housing families, five families moved up one level.

Table 33

Frequency of Initial and Final Educational Attainment Level Ratings by Types of Residence

LEVEL	PUBLIC HOUSING INITIAL	PUBLIC HOUSING FINAL	ST. FRANCIS SQUARE INITIAL	ST. FRANCIS SQUARE FINAL	RANDOM HOUSING INITIAL	RANDOM HOUSING FINAL
1			3	2	3	3
2			4	5		
3	2	2	2	2	2	2
4	10	10	5	5	7	7
5	3	3				
6					1	1
7						
N	15	15	14	14	13	13

The educational attainment level of the sample remained somewhat stable. Two of the Square wage earners finished college.

Table Thirty-three does not reflect however, the numerous training programs in which major wage earners were engaged. Three were enrolled in college programs; seven had training in job upgrading or self-enrichment programs. In addition sixteen women who were not the major wage earner of the family engaged in training. Of these three were enrolled in college and thirteen were in new career programs. The project was instrumental in a number of individuals resuming their education. Twenty-six individuals had the experience of a systematic educational program.

Teachers' Year-end Impression Ratings

Description of the instrument. In order to ascertain the teachers' impressions of the amount of parent participation in NICE schools and to obtain the teachers' impressions of the status of the families, an instrument was devised which permitted each teacher to rate each family on eight variables. For each variable, each teacher rated each family on a four point scale, the categories being ranked from "NONE" to "MUCH" or "HIGH". The ratings were made by assigning each family to one of the four ranked categories. Each teacher was provided with a set of cards, containing the names and code numbers of the families. After sorting the cards into the four ranked categories, the teacher then wrote the code numbers of the parents on the response form which was provided for each variable. This procedure was repeated for each of the eight variables. There was no predetermined number of families to be designated for each category. Thus, the teachers had the freedom to assign as few or as many families to a category as he felt appropriate. In addition to the four ranked categories, a separate category labelled "NO INFORMATION" was available for assigning families whom the teachers felt they could not reliably rate because of lack of familiarity or lack of information.

The eight variables and the category description are listed below:

1. Participation of mothers in nursery school morning programs.

   NONE SLIGHT MODERATE MUCH

2. Amount of interaction with teachers (current)

   NONE SLIGHT MODERATE MU[illegible]

3. Participation of adults in extra [illegible]urricular nursery school activities (parties, raffles, sewing, home economics, etc.)

   NONE SLIGHT MODERATE MUCH

4. Use of community resources (library, clinics, etc.)

   NONE SLIGHT MODERATE MUCH

5. Current status of child rearing practices in the home

   POOR MODERATE GOOD EXCELLENT

6. Social competency of the family (the degree to which a family helps itself, solves its own problems, takes responsibility for its own actions, and is aware of social amenities)

LOW SLIGHTLY LOW SLIGHTLY HIGH HIGH

7. Involvement in community (neighborhood clubs, church groups, poverty board activities, etc.)

--with other parents like themselves (same race, socio-economic group)

NONE SLIGHT MODERATE MUCH

--with other parents unlike themselves (different race, socio-economic group, etc

NONE SLIGHT MODERATE MUCH

At the conclusion of each of the three school years, independent ratings were obtained from the three teachers in each school for the families served by that school. This independence was assured by administering the instrument to all teachers simultaneously under conditions that did not permit interaction among them. Further, the teachers had not been previously informed as to the nature of the variables for which ratings were being requested.

Admittedly, when requesting teachers to judge their families on such undefined categories as "NONE", "SLIGHT", "MODERATE", and "MUCH" the rating a teacher assigns to any particular family is an indication of how that family is relative to how the teacher sees the families in that particular school. Thus, it is possible that what is defined as "MUCH" by one teacher may be defined as "MODERATE" by another teacher in the same school. Also, what is seen as "EXCELLENT" by the teachers in one school may be judged as only "GOOD" by the teachers in another school.

Reliability. A measure of reliability of the three teachers' ratings in each school was obtained by determining the percentage of families which received ratings that did not vary by more than one point. That is, if one teacher rated a family as "GOOD" and the other two teachers rated the same family as "EXCELLENT" this was considered as an "agreed" rating; if any two teachers differed in their ratings by two or more points, this was considered as a "disagreement". The "NO INFORMATION" category was not considered in this analysis. The percentages of "Agreed" ratings for each year are presented in Table Thirty-four by school for each variable.

Table 34

Percentages of Ratings by Three Teachers not varying more than One Point By School for Each School Year

	School A Year			School B Year			School C Year		
Variable	1	2	3	1	2	3	1	2	3
1	77	68	80	100	95	94	69	73	73
2	95	84	92	86	81	75	79	73	80
3	95	86	92	86	81	79	95	95	91
4	95	97	83	95	91	100	84	91	87
5	95	95	88	90	84	84	68	71	72
6	95	91	91	90	83	87	74	70	69
7	68	82	74	86	81	85	89	95	91
8	73	63	78	81	90	94	53	64	73

As Table Thirty-four indicates, there was generally high agreement among the teachers in their ratings of the mothers in their school.

Because of the relative nature of these ratings at any one time point, comparisons of the ratings across time points are subject to a "leveling effect", causing the distribution of ratings to remain rather stable from one rating period to the next.

Thus, the most productive use of these ratings was in analyzing with-in staff ratings for each school's families. The ratings pointed up differences in staff perceptions and assissted in delineating the areas of strength and weakness in each family, thereby providing direction for the staff's future efforts. Discrepencies between the ratings provided by members of the teaching staff were the subject of many intra-school staff discussions.

Because of staff changes over the three year period, and the fact that the ratings were of an impressionistic nature rather than being anchored to objectively defined categories within the scale, actual teacher ratings are not presented in this report. A summary of the salient features of these impressionistic ratings is presented below.

Summary of Results of Teachers' Year-end Impression Ratings

1. A slight decrease occurred in the amount of participation over the three years for all three groups.

2. For the Square mothers, the correlation was high between year one and year two ratings of mother's participation, indicating high participators remained constant whereas there were some shifts in Public Housing and Random Housing mothers.

3. No appreciable change occurred throughout the three years in the teacher's perception of mother's level of interaction with the teachers. This was consistent for the three residential groups.

Implications

During the first year teachers rated mothers bringing their two-year-olds to school and remaining until the child was ready to separate as "high participation" whereas, in the third year, teachers expected mothers to function in the teaching role in order to be rated as "high participators".

Since Public Housing and Random mothers who participated actively the first year obtained jobs or were having babies the third year, teachers perceived them as participating less during the third year.

With but one or two exceptions, teachers saw all of the Square mothers who were free to participate, as participating throughout the project.

Some mothers saw the nursery school as a job training outlet. Their continual presence in the schools made it less necessary for other mothers to participate.

Teachers changed their definitions of the rating categories during the three year time span making the ratings of year one not comparable in meaning with ratings in subsequent years. Thus a "moderate" of year one might become a "slight" of year two.

First impressions tended to be held throughout the project and functioned in some cases as "frozen perceptions" of a mother's participation, ability to grow, and interaction with others.

There may have been an unconscious stereotyping of Public Housing and Square residents since characteristics of these residential areas were well-defined and visable. Random dwellers, however, encompassed a wide-range of economic levels and a wide variety of people. It may have taken teachers longer to "place" such families in categories, relative to other families. However, once the placements were made, the levels remained stable.

Behavioral Rating Scales

During the course of the project, five behavior rating scales were developed for the purpose of obtaining status ratings on the project mothers. These scales are included as Appendix T.

Each scale contains a number of variables, each variable containing five levels, one of which is selected as the rating for each mother at the beginning and at the conclusion of the project.

The seventeen variables are grouped into five scales: Child Rearing, Social Competence, Adaptability, Intergroup Acceptance, and Use of Community Resources. The sum of the rating levels assigned to the variables within each scale is taken as a mother's "score" on that scale. For example, the sum of the ratings on the four Social Competence variables for a mother is taken as her Social Competence "score".

Each mother was rated at the initiation and the conclusion of the three year nursery school period. To attain the most reliable rating for each mother at the two time points, the following procedure was employed. Ratings were obtained from each of the teachers in the school which enrolled the child. Also for the initial ratings, two members of the project staff provided ratings on all mothers. All ratings were independently made. The extensive anecdotal files on the mothers were made available to provide descriptive information for the raters. Thus, for each variable, a set of independent ratings were obtained for each mother, representing her status at the beginning and at the end of the project.

These initial and final ratings were not made simultaneously because of possible halo effects.

These four independent ratings (teacher, assistant teacher, and two staff members) were analyzed for discrepencies. Where disagreements in ratings occurred, a fifth staff member "arbitrated" the ratings by consulting the files and discussing the rating differences with the raters, as needed. The result of this process yielded a set of consensus ratings for each family at the initiation of the project.

Because of the high reliability of inter-rater judgements on the initial ratings, the final ratings were obtained from the teacher and assistant teacher independently as before, but the two staff members collaborated in their ratings. Thus, three independent final ratings (teacher, assistant teacher, and collaboration of two staff members) were made. Again, a fifth staff member "arbitrated" rating differences among the raters, producing a consensus final rating for each family on each variable.

Reliability. Tables Thirty-five through Thirty-nine present the inter-rater reliability coefficients for each of the five variables for both initial and final time points, as well as each rater's correlation with the "arbitrated" consensus rating. These tables present the reliability data for both the initial and final ratings of the families.

Table 35

Reliability Coefficients of Initial and Final Mother Child Rearing Ratings for the Total Group
N=42

Initial Ratings	Assistant Teacher	1st Staff	2nd Staff	Consensus
Teacher	.87	.85	.81	.91
Ass't Teacher		.82	.67	.82
1st Staff			.87	.96
2nd Staff				.94

Final Ratings	Assistant Teacher	Combined Staff	Consensus
Teacher	.93	.90	.95
Ass't Teacher		.92	.95
Combined Staff			.98

Table 36

Reliability Coefficients of Initial and Final Mother Social Competency Ratings for the Total Group
N=42

Initial Ratings	Assistant Teacher	1st Staff	2nd Staff	Consensus
Teacher	.79	.71	.71	.81
Ass't Teacher		.83	.63	.82
1st Staff			.89	.97
2nd Staff				.94

Final Ratings	Assistant Teacher	Combined Staff	Consensus
Teacher	.84	.84	.92
Ass't Teacher		.83	.88
Combined Staff			.97

Table 37

Reliability Coefficients of Initial and Final Mother Adaptability Ratings for the Total Group
N=42

Initial Ratings	Assistant Teacher	1st Staff	2nd Staff	Consensus
Teacher	.76	.62	.60	.76
Ass't Teacher		.82	.54	.79
1st Staff			.76	.91
2nd Staff				.89
Final Ratings	**Assistant Teacher**	**Combined Staff**		**Consensus**
Teacher	.84	.85		.94
Ass't Teacher		.71		.86
Combined Staff				.94

Table 38

Reliability Coefficients of Initial and Final Mother Intergroup Acceptance Ratings for the Total Group
N=42

Initial Ratings	Assistant Teacher	1st Staff	2nd Staff	Consensus
Teacher	.67	.57	.43	.70
Ass't Teacher		.64	.44	.80
1st Staff			.72	.86
2nd Staff				.81
Final Ratings	**Assistant Teacher**	**Combined Staff**		**Consensus**
Teacher	.87	.67		.83
Ass't Teacher		.71		.87
Combined Staff				.93

Table 39

Reliability Coefficients of Initial and Final Mother Use of Community Resources Ratings for the Total Group
N=42

Initial Ratings	Assistant Teacher	1st Staff	2nd Staff	Consensus
Teacher	.61	.69	.64	.76
Ass't Teacher		.35	.44	.59
1st Staff			.78	.90
2nd Staff				.92

Final Ratings	Assistant Teacher	Combined Staff		Consensus
Teacher	.69	.83		.93
Ass't Teacher		.66		.73
Combined Staff				.94

As indicated in these tables, inter-rater reliability generally was high, particularly in the final ratings. The initial ratings on the variable of "Use of Community Resources" was somewhat unreliable, due primarily to the assistant teachers' difficulty in making these determinations. Other than this one rather unreliable set of ratings, all other correlations between individual raters and the "consensus" ratings exceeded .75, with a majority of coefficients in the .85 to .98 range.

The coefficients are particularly impressive in that they indicate that, in most instances, individual ratings for each family constitute the data reported in subsequent sections of this report.

Intercorrelations of Scale Ratings. Table Forty presents the intercorrelations among ratings on the Behavioral Rating Scales for Initial and Final Ratings by type of residence.

Table 40

Intercorrelations among ratings on the Behavioral Status Scales for Initial and Final Ratings by Type of Residence (Pearson product-moment correlation coefficients)

	Initial Ratings				Final Ratings			
PUBLIC HOUSING N=15								
	S.C.	ADAPT	I.A.	U.C.R.	S.C.	ADAPT	I.A.	U.C.R.
C.R.*	.87	.96	.75	.88	.85	.97	.60	.70
S.C.		.87	.78	.91		.91	.86	.80
ADAPT			.72	.89			.72	.72
I.A.				.73				.76
ST. FRANCIS SQUARE N=14								
C.R.	.74	.82	.76	.86	.88	.82	.39	.73
S.C.		.78	.93	.89		.91	.64	.91
ADAPT			.81	.77			.73	.81
I.A.				.92				.72
RANDOM HOUSING N=13								
C.R.	.84	.85	.70	.74	.83	.91	.69	.73
S.C.		.79	.74	.85		.89	.75	.93
ADAPT			.81	.68			.86	.81
I.A.				.80				.79

* C.R.--Child Rearing; S.C.--Social Competency; ADAPT--Adaptability; I.A.--Intergroup Acceptance. U.C.R.--Use of Community Resources.

Summary of Results. The intercorrelations between the ratings on the five scales for the initial and final ratings of the three housing groups were high.

Implications

These are dimensions of a mentally healthy individual. As such they have an inter-relatedness. These dimensions are ones needed to function adequately in an urban setting. Thus one should think of the five dimensions as forming a syndrome of mentally healthy functioning.

Questions

1. Is is possible to increase an individual's functioning on one of these variables by focusing on this one variable to the exclusion of the others?

2. Is it possible to increase an overall mental health functioning by affecting an increase in one of the variables?

Analysis of change of behavioral scale ratings. The initial and final mean ratings for the three residence types and for the total sample are presented in Figures Ten through Fourteen for the Mothers' Child Rearing, Social Competency, Adaptability, Intergroup Acceptance, and Use of Community Resources Scales, respectively. Tables Forty-One through Fifty present the means, standard deviations, and the analyses of variance for the ratings on these five scales.

INITIAL AND FINAL MOTHER CHILD REARING MEAN RATINGS TOTAL SAMPLE AND BY TYPE OF RESIDENCE

Figure 10

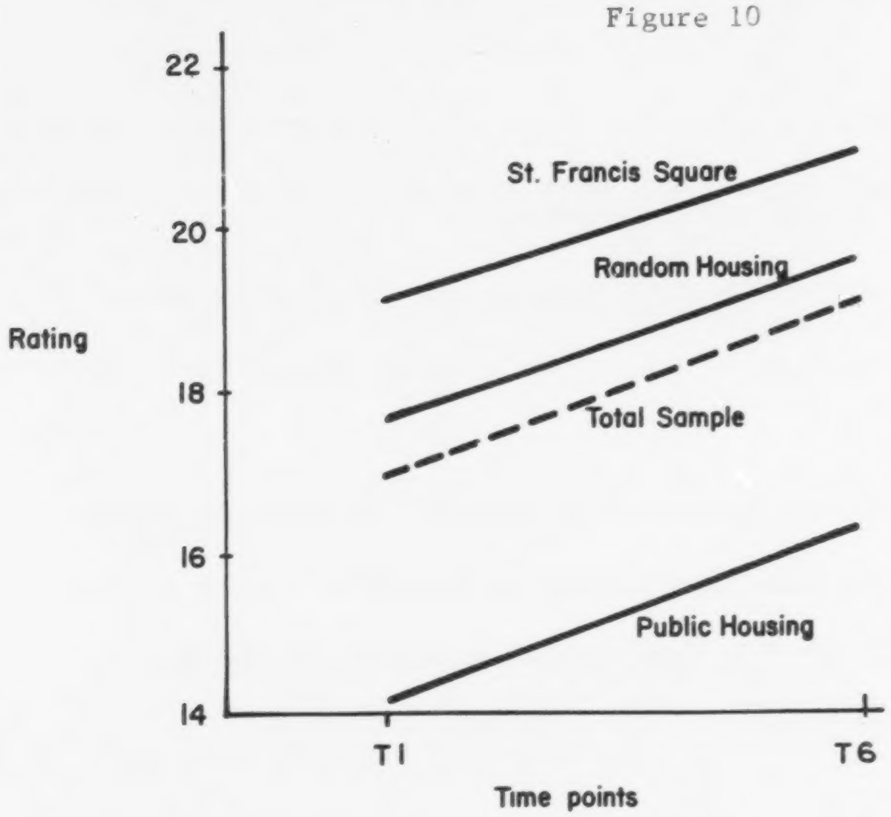


Table 41

Means, Standard Deviations, and Stability Coefficients of Initial and Final Mother-Child Rearing Ratings for the Three Types of Residence and the Total Sample

	Initial (T1) Rating	Final (T6) Rating	r T1-T6
Public Housing			
N	15	15	
Mean	14.27	16.33	.92
S. D.	4.60	6.04	
St. Francis Square			
N	14	14	
Mean	19.07	20.71	.79
S. D.	3.22	3.51	
Random Housing			
N	13	13	
Mean	17.69	19.62	.81
S. D.	4.25	4.16	
Total Sample			
N	42	42	
Mean	16.93	19.00	.88
S. D.	4.62	4.89	

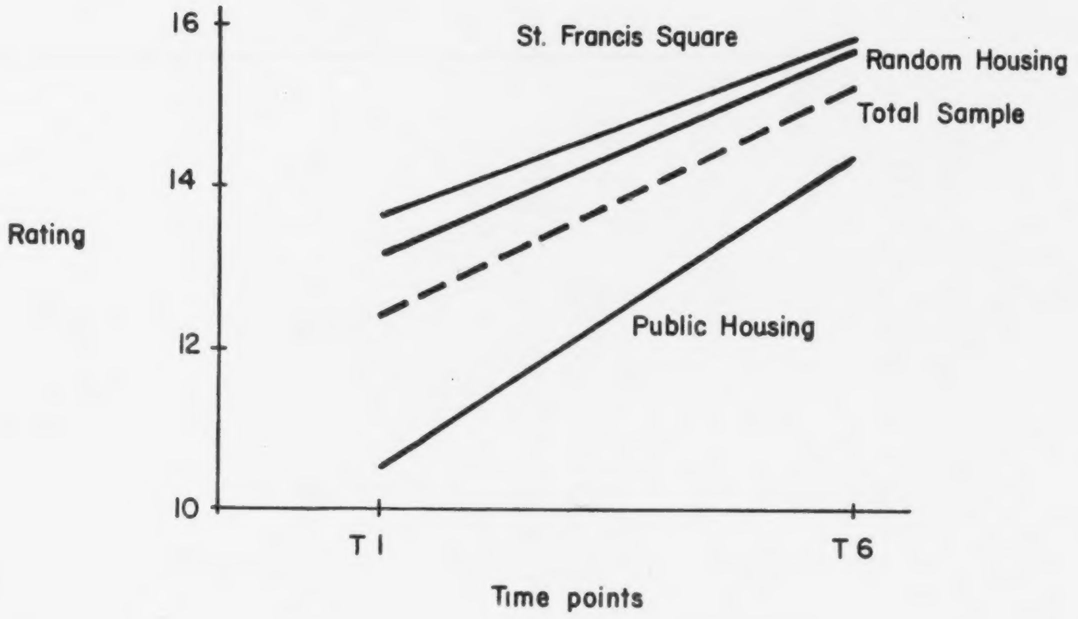
Table 42

Analysis of Variance of Initial and Final Mother-Child Rearing Ratings For the Three Types of Residence

Source	S.S.	df	M.S.	F	
Between Subjects					
Residence Types	242	2	141.0	5.10	$p < .05$
Subjects within Types	1077	39	27.6		
Within Subjects					
Time Points	90	1	90.0	6.67	$p < .05$
Interaction (Type x Time)	10	2	5.0	.37	n.s.
Time x Subjects Within Types	528	39	13.5		

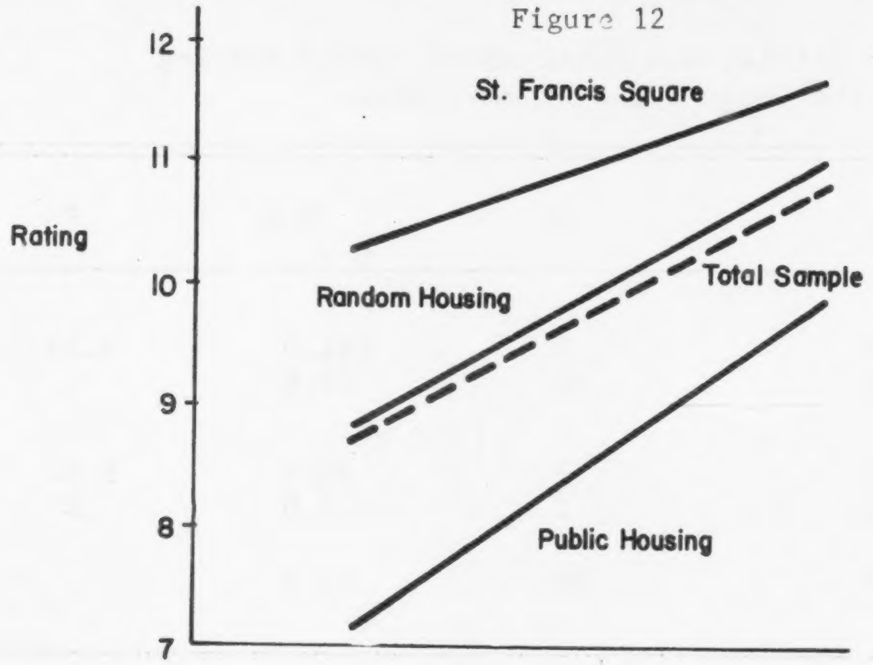
INITIAL AND FINAL MOTHER SOCIAL COMPETENCY MEAN RATINGS FOR TOTAL SAMPLE AND BY TYPE OF RESIDENCE

Figure 11



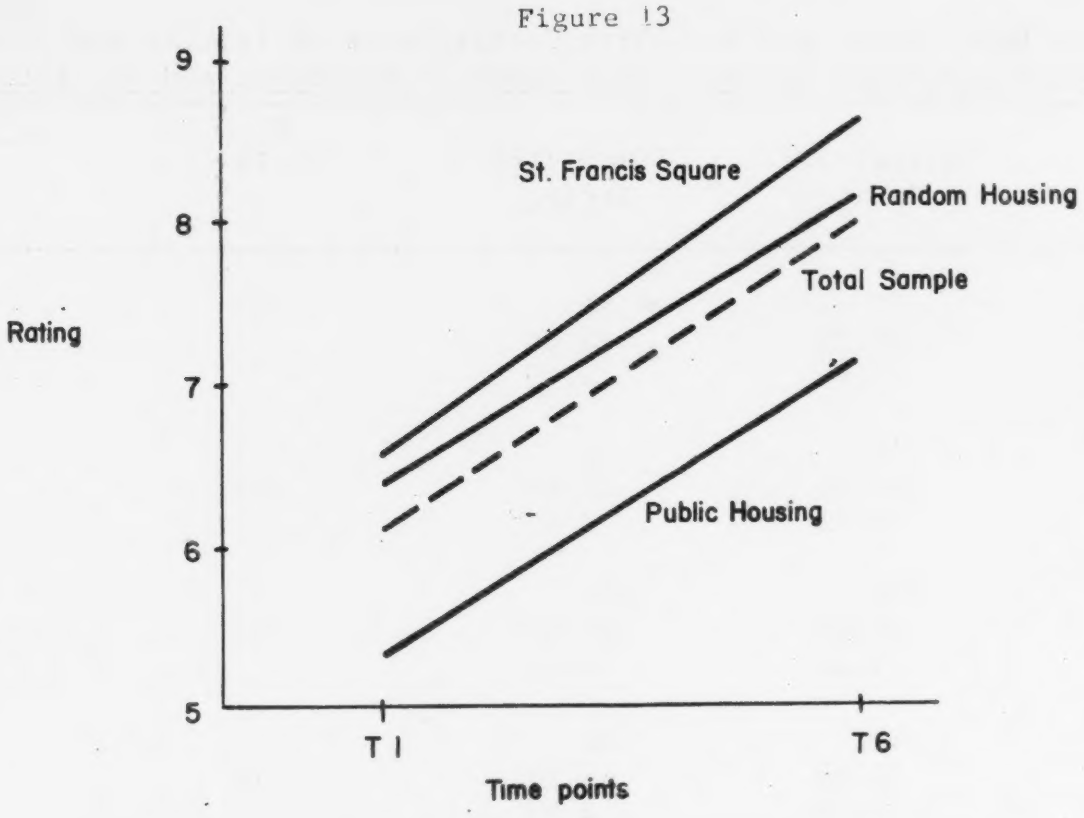
INITIAL AND FINAL MOTHER ADAPTABILITY MEAN RATINGS FOR TOTAL SAMPLE AND BY TYPE OF RESIDENCE

Figure 12



INITIAL AND FINAL MOTHER INTERGROUP ACCEPTANCE MEAN RATINGS FOR TOTAL SAMPLE AND BY TYPE OF RESIDENCE

Figure 13



INITIAL AND FINAL MOTHER USE OF COMMUNITY RESOURCES MEAN RATINGS FOR TOTAL SAMPLE AND BY TYPE OF RESIDENCE

Figure 14

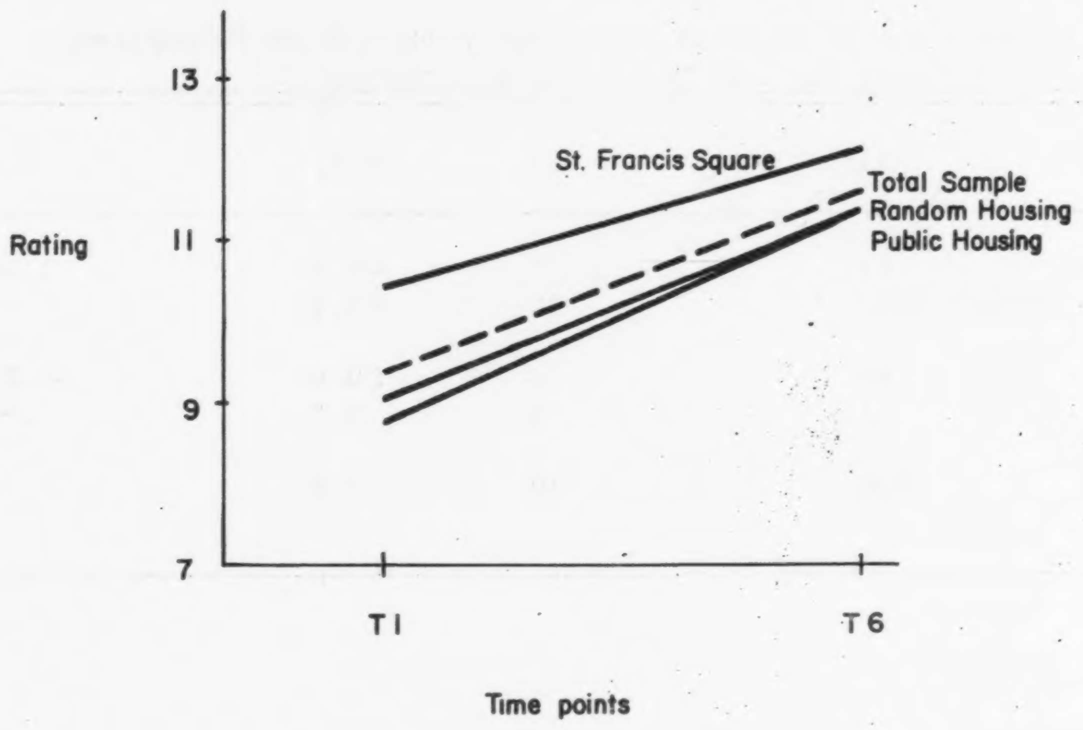


Table 43

Means, Standard Deviations, and Stability Coefficients of Initial and Final Mother Social Competency Ratings for the Three Types of Residence and the Total Sample

	Initial (T1) Rating	Final (T6) Rating	r T1-T6
Public Housing			
N	15	15	.73
Mean	10.53	14.40	
S.D.	3.61	4.79	
St. Francis Square			
N	14	14	
Mean	13.64	15.86	.69
S.D.	2.72	3.48	
Random Housing			
N	13	13	
Mean	13.08	15.69	.85
S.D.	3.89	4.23	
Total Sample			
N	42	42	
Mean	12.36	15.21	.77
S.D.	3.75	4.31	

Table 44

Analysis of Variance of Initial and Final Mother Social Competency Ratings For the Three Types of Residence

Source	S.S.	df	M.S.	F
Between Subjects				
Residence Types	87	2	43.5	1.68 n.s.
Subjects within Types	1010	39	25.9	
Within Subjects				
Time Points	180	1	180.0	31.0 $p < .01$
Interaction (Type x Time)	11	2	5.5	.95 n.s.
Time x Subjects Within Types	226	39	5.8	

Table 45

Means, Standard Deviations, and Stability Coefficients of Initial and Final Mother Adaptability Ratings for the Three Types of Residence and the Total Sample

	Initial (T1) Rating	Final (T6) Rating	r T1-T6
Public Housing			
N	15	15	
Mean	7.13	9.87	.78
S.D.	2.73	3.52	
St. Francis Square			
N	14	14	
Mean	10.29	11.71	.79
S.D.	2.25	2.55	
Random Housing			
N	13	13	
Mean	8.85	11.00	.80
S.D.	2.82	3.11	
Total Sample			
N	42	42	
Mean	8.71	10.83	.79
S.D.	2.96	3.23	

Table 46

Analysis of Variance of Initial and Final Mother Adaptability Ratings For the Three Types of Residence

Source	S.S.	df	M.S.	F
Between Subjects				
Residence Types	92	2	46.0	2.92 n.s.
Subjects within Types	612	39	15.7	
Within Subjects				
Time Points	95	1	95.0	47.50 $p < .01$
Interaction (Type x Time)	5	2	2.5	1.25 n.s.
Time x Subjects Within Types	77	39	2.0	

Table 47

Means, Standard Deviations, and Stability Coefficients of Initial and Final Mother Intergroup Acceptance Ratings for the Three Types of Residence and the Total Sample

	Initial (T1) Rating	Final (T6) Rating	r T1-T6
Public Housing			
N	15	15	
Mean	5.27	7.20	.43
S.D.	1.06	2.23	
St. Francis Square			
N	14	14	
Mean	6.64	8.71	.66
S.D.	1.99	1.83	
Random Housing			
N	13	13	
Mean	6.38	8.15	.89
S.D.	2.17	1.96	
Total Sample			
N	42	42	
Mean	6.07	8.00	.68
S.D.	1.90	2.22	

Table 48

Analysis of Variance of Initial and Final Mother Intergroup Acceptance Ratings For the Three Types of Residence

Source	S.S.	df	M.S.	F
Between Subjects				
Residence Types	32	2	15.0	2.35 n.s.
Subject within Types	267	39	6.8	
Within Subjects				
Time Points	78	1	78.0	86.67 $p < .01$
Interaction (Type x Time)	1	2	.5	.56 n.s.
Time x Subjects Within Types	37	39	.9	

Table 49

Means, Standard Deviations, and Stability Coefficients of Initial and Final Mother Use of Community Resources Ratings for the Three Types of Residence and the Total Sample

	Initial (T1)	Final (T6)	r T1-T6
Public Housing			
N	15	15	
Mean	8.80	11.33	.49
S.D.	2.56	2.62	
St. Francis Square			
N	14	14	
Mean	10.36	12.14	.90
S.D.	2.84	2.47	
Random Housing			
N	13	13	
Mean	9.00	11.31	.83
S.D.	2.63	2.64	
Total Sample			
N	42	42	
Mean	9.38	11.60	.74
S.D.	2.80	2.64	

Table 50

Analysis of Variance of Initial and Final Mother Use of Community Resources Ratings For the Three Types of Residence

Source	S.S.	df	M.S.	F
Between Subjects				
Residence Types	24	2	12.0	.97 n.s.
Subjects within Types	482	39	12.4	
Within Subjects				
Time Points	103	1	103.0	39.61 $p < .01$
Interaction (Type x Time)	2	2	1.0	.38
Time x Subjects Within Types	100	39	2.6	

Summary of Results

1. A significant increase in the level of ratings occurred on all five scales from initial to final ratings in the three residential groups.

2. Of the five variables, child rearing was the only one in which the three residential groups differed significantly in rating level, with the Square group rating highest and the Public Housing group rating the lowest at both initial and final ratings.

Implications

Inspection of the definitions of levels presented in the area of child rearing (Appendix P) may lead one to believe that the scale tends to value middle-class modes of child rearing.

Questions

1. Are child rearing modes so related to micro-cultural differences that the development of a scale equally applicable to several cultures is more difficult and therefore the scale may be less valid for one culture than for another?

2. Since the raters were all child development specialists, is it possible that the raters tended to rate all the micro-cultures by a stereo-typed mode of child-rearing taught in the institutions of higher education?

3. Is child-rearing an area that is so personal from one family to another that rating scales for comparative purposes tend to be more difficult to use with effectiveness?

4. Is this an area in which it is most difficult to differentiate between "belief" and "knowledge"?

5. Is the mode of rearing children in Public Housing more characteristic of the "extended family" concept and therefore, a rating scale that focuses upon mother's child rearing practices is inappropriate?

In order to obtain an indication of the relationship between the socio-economic status of the family with the mothers' status as measured by the Behavioral Rating Scales, correlations were computed between the initial socio-economic status ratings and the initial, final, and change ratings on these variables. The correlations are presented in Table Fifty-One.

Table 51

Correlations of Initial Socio-economic Status Ratings with Initial, Final and Change Mother Status Ratings for the Total Sample
N=42

	Socio-economic Ratings vs. Initial Ratings	Final Ratings	Change Ratings
Child Rearing	.47	.38	-.11
Social Competency	.42	.22	-.22
Adaptability	.48	.29	-.24
Intergroup Acceptance	.25	.10	-.13
Use of Community Resources	.29	.21	-.14

Summary of Results

Finding 1. There were moderate correlations between initial socio-economic status and initial mother status ratings on the five variables. These correlations were less for the final mother status ratings.

Implications

1. The NICE experience helped to close the gap between the initial high scorers of the middle socio-economic group (whose life experience had enabled them to be high scorers) and the low scorers of the low socio-economic group.

2. This finding tends to support the hypothesis that individuals from widely diverse backgrounds are able to share their experiences in mutually beneficial ways when a superordinate goal is functioning in the experience (Sherif 113).

3. The NICE experience tended to diminish the customary perceptions that are held regarding the relationship between socio-economic status and these variables. As a result of being integrated for three years this relationship tended to be reduced particularly on intergroup acceptance. At the end of the project one could not predict one's intergroup acceptance score by knowing his socio-economic status.

Questions

1. Could the relationship between socio-economic status and the five variables (child rearing, social competence, adaptability, intergroup acceptance, use of community resources) be reduced even further by more prolonged experience in an integrated setting?

Finding 2. The relationship between an individual's socio-economic status and her change scores on the five variables was negligible.

Implication

1. Relationships between individuals that cut across economic lines tend to be equally growth-producing for all concerned.

Questions

1. Would it have been possible to show as much growth on the part of any one socio-economic group had the project been socio-economically segregated?

Tables Fifty-Two and Fifty Three present the relationship between the three child measures of Binet IQ, PPVT IQ, and social competency and the mother ratings on the Behavioral Rating Scales for the initial and final ratings respectively.

Table 52

Correlations between Mother Status Ratings and Children's Measures for Initial, Final and Change scores by Housing Area.

Initial Scores

	Child Measures		
	Binet I.Q.	PPVT I.Q.	Social Competency
Child Rearing			
Public Housing (N=15)	.69	.58	.33
St. Francis Square (N=14)	.36	.16	.25
Random Housing (N=13)	.56	.20	.39
Social Competency			
Public Housing (N=15)	.72	.55	.17
St. Francis Square (N=14)	.31	.33	.30
Random Housing (N=13)	.29	.04	.19
Adaptability			
Public Housing (N=15)	.75	.52	.26
St. Francis Square (N=14)	.33	.18	.09
Random Housing (N=13)	.43	.07	.34
Intergroup Acceptance			
Public Housing (N=15)	.41	.46	.48
St. Francis Square (N=14)	.38	.37	.33
Random Housing (N=13)	.33	-.41	.41
Use of Community Resources			
Public Housing (N=15)	.75	.57	.13
St. Francis Square (N=14)	.31	.32	.41
Random Housing (N=13)	.42	.00	.13

Table 53

Correlations between Mother Status Ratings and Children's Measures
for Initial, Final and Change Scores by Housing Area
Final Scores

	Child Measures		
	Binet I.Q.	PPVT I.Q.	Social Competency
Child Rearing			
Public Housing (N=15)	.69	.32	.44
St. Francis Square (N=14)	.38	.14	.42
Random Housing (N=13)	.36	.27	.73
Social Competency			
Public Housing (N=15)	.33	.46	.43
St. Francis Square (N=14)	.46	.22	.62
Random Housing (N=13)	.15	.16	.70
Adaptability			
Public Housing (N=15)	.54	.34	.54
St. Francis Square (N=14)	.39	.33	.43
Random Housing (N=13)	.27	.25	.67
Intergroup Acceptance			
Public Housing (N=15)	.13	.14	.37
St. Francis Square (N=14)	.19	.21	.27
Random Housing (N=13)	.18	.31	.41
Use of Community Resources			
Public Housing (N=15)	.26	.12	.19
St. Francis Square (N=14)	.47	.12	.54
Random Housing (N=13)	.20	.23	.62

Summary of Results

1. There was a positive correlation between the initial scores of mothers on the variables of child rearing, adaptability, social competency, intergroup acceptance and use of community resources and of their children's initial Binet scores. This relationship held to a somewhat lesser extent with their children's PPVT scores.

   a. For the Public Housing sample the correlation was especially high in all areas except intergroup acceptance.

   b. These relationships are reduced by the end of the project in Public

Housing. They remain approximately the same in other living areas.

Implications

1 a. and b. Even at age two the impact of cultural deprivation in the home has affected the intelligence of children as measured by the Stanford Binet Intelligence Scale.

2. The nursery school experience was a potent intervention in helping all children to continue to grow regardless of the mother's scores on the five variables.

Question

1. Can the effects of cultural deprivation be lessened even more by intervention in infancy or by intervening with potential mothers during their "teen" years?

Chapter Ten

ANALYSIS OF PROCESSES USED TO OBTAIN GROWTH

In this chapter the experiences of one mother are described fully in order to analyze the processes that occurred with her. This mother made great gains as measured by the rating scales reported in Chapter Nine. The mother's activities are described and the processes the project staff utilized with her are analyzed.

Description of Greatest Gainer

Mrs. Lois Buxton is a young public housing Black mother of four children, two of whom were born after the project began. Her husband's work, seaman, necessitates his being away from home for many weeks at a time. During the three years of the nursery school, Mrs. Buxton and her family lived in four different places. Mrs. Buxton was nineteen when the project began. She is a slight, wiry person who lived a mobile life as she was growing up. She alternated between living with an aunt in Arkansas and her grandmother in San Francisco. As a young person, she took delight in "not keeping in her place" when she was in the South. As the project started, a small "Watts type" riot began in the Western Addition. Mrs. Buxton was heard to say that she expected to be down there breaking windows when night came.

At the time she came into the project she was seen as having the following average sub-scale ratings, each of which has a maximum of five points: (See Appendix T)

Child rearing	2.8
Social competency	2.5
Adaptability	2.3
Intergroup acceptance	2.5
Use of Community resources	2.7

Her intake interview includes these statements about her daughter, Alice:

She just lives off of love.
It's not that she needs the bottle but it keeps her company.
She's quiet, and nice, and sweet.
I stays with her when she plays outside.
I wish you could find a way to make her talk.
(If I were taking her to kindergarten) I would tell her to be good.
There's nothing special I want her to learn.

The interviewer wrote that she felt very uncomfortable during the interview, that Mrs. Buxton's answers were short and she had no questions, expressed little interest. The interviewer felt the sooner she left, the better Mrs. Buxton would like it.

At the time Mrs. Buxton entered the school, she had a daughter Alice who was enrolled in the school and an eleven-month-old son, Claude.

Activities and Processes

The happenings in Lois Buxton's life, the processes the school utilized, and the insights the staff had, are told through a series of selected chronological entries from the logs. Processes and insights are in parentheses.

First Year

September 6, 1966 (First day of school) Mothers were served coffee and donuts. Mrs. Buxton stood out because she couldn't relax and enjoy herself. She's the youngest mother and didn't seem to know what to talk about. I showed her the doll corner. She took Alice there and left her sitting. (Head teacher made careful observations which she read as cues to needs.)

September 9 Called Mrs. Buxton to say we missed Alice and wondered why she wasn't here. (Caring)

September 20 Called again to inquire about Alice's absence. Mother reported Alice was cutting a tooth and was cross. We told her the "cross" part didn't bother us but since Alice didn't feel well she was doing the right thing to keep her home. (Supporting)

September 23 Mrs. Buxton came in with Alice this morning. She brought the baby in the stroller. (Accepting the entire family.) She said Alice was so quiet--just didn't talk. We said we thought she'd be talking after coming to school for a while. (Identifying a specific goal that school can help with.)

October 4 Alice has been to school only five times. Alice is beginning to enjoy playing. (We are trying to get her mother to see how much school means to Alice. Mrs. Buxton appears bored, only opening up when talking about the riots.)

October 6 Called Lois Buxton again. The tooth is still bothering Alice. I told her I hoped we would see her Monday. (Caring and missing)

October 10 Called to tell Mrs. Buxton we had worked out transportation for the people in her building and asked her to be chairman to call people in her building. (Meeting a real need and pulling her in by expressing trust in her.) She agreed she would call her neighbor and ask her to call another one in the building and so on. (Mrs. B. took her first step.)

October 18 Alice has been here for two days after a long absence. She's now coming in a car pool. Alice gets very tired. When we talked with her mother about it, she reported the children didn't go to bed until about eleven. (We told her how tired Alice becomes in the hopes that she will try to get her to bed earlier.)

December 9 Alice has been coming fairly regular since we started the car pool. We haven't seen much of her mother. She did make the effort to walk over with the little brother Claude (14 months) to see the film the day we had films and she also came to the pie and coffee time. She sticks very close to her neighbor when she's here. I think she's shy and lonely and doesn't know how to mix. She's friendly and helpful when she's here. (An observant head teacher who is able to listen and pick up cues is beginning to sense Lois Buxton's own personal needs for companionship are so urgent that they must be attended to before we can expect her to consider her children's needs as coming first.)

December 15 Called Mrs. Buxton to remind her of Christmas party for children and open house on Sunday. (Since Alice has been absent for a week, we weren't sure she knew about the parties.)

January 5, 1967 Mrs. Buxton came to the Christmas party and enjoyed wrapping the presents for the children. (Giving her a job to do seemed to lessen her shyness.) She brought a friend's child who is living with her temporarily. (We welcomed him.)

January 12 Alice hasn't been to school since Christmas. We've called and left messages but without any response. This afternoon the director called and found her home and told her we missed Alice, inquired if she is sick. Mrs. Buxton said her husband's home and she's trying to have Alice see as much of him as possible. The director said, we would be pleased to have the father bring Alice to school and spend some time here--that Alice would enjoy "showing off" her father and other kids would enjoy having a man here. (Trying to pull in father through motivation of "pride in" his child.) She then asked Mrs. Buxton if her friend's child would like to be enrolled in the school. The director gave Mrs. Buxton the phone number and asked her to call if she did. (Eliciting follow-through on Mrs. Buxton's part.)

February Haven't seen Buxton's much lately. We have only seen the father once when he came to pick up Alice. He was here only a minute or two. We asked him to come back and spend the day. He promised he would be back Monday, but he didn't come. Mrs. Buxton is very pregnant and she says she's just too tired to get Alice ready in the morning for the car pool pick up and she doesn't want her to come in late. (We told her whatever was easiest for her was fine and that more frequent attendance even if it were a short day would be valuable for Alice. I also told her we were trying to find a better way worked out of getting the children to school. We call every day or two but her line is always busy. (Evidently, Mrs. Buxton is getting some of her social needs met over the telephone.) She said she seldom got out of the house--that her pregnancy was harder than the other two. We also told her we noticed that when Alice comes fairly regular that she seems happy and busy and is beginning to talk. We see growth in her. (Feed-back on her child's progress in area of talking which mother considers important.

Lois Buxton finds talking difficult so she hopes her daughter won't have the same problem. If she sees school is helping in this one area, maybe she'll make the effort to get Alice here.)

April Alice hasn't been here since Easter. Lois had her baby and we're hoping now that Alice will be back home. She's been staying with relatives in Oakland. Her friend, who's living with her, has finally decided to enroll her little boy so she may be helpful in getting the two children to school. (Accepting everyone in the house as a family member and using all of these individuals to achieve goal of getting Alice to school.) We made a birthday for Alice yesterday--bought a cake and had three candles, peanut butter sandwiches and frozen juice that Mrs. Jason brought. We asked Mrs. Buxton to be sure to come and she did and was touched that we noticed her child's birthday. She said, "She's so little; I never thought it would matter to her." Mrs. Jason said, "You just don't know how much these little ones take in." (Observing an important event; putting a young, inexperienced mother in touch with a more experienced one; helping Mrs. Buxton to learn something about young children.)

May Alice is coming more regular now and Lois said this morning that she noticed a real big change in Alice's vocabulary--she's real pleased about it. When Lois comes now she brings all three children and spends the morning in the kitchen. She seems quite lonely. She gets the primary typewriter out and writes long letters to her husband who is away but she says she doesn't mail them--just throws them away. Mrs. Townsend (White) has been taking the Buxtons home when she comes to school. I came in on the middle of a conversation and I heard Mrs. Townsend say she would bring Mrs. Buxton 100 birth control pills because her husband is a doctor and would be glad to give them to her. (Mr. Buxton is due home soon and apparently Lois is worried about getting pregnant again. She told me she was upset with herself because her last pregnancy kept her from spending enough time with Alice because Claude was born too soon so she really hadn't talked to Alice. Lois is absorbing a great deal being here, sitting in the kitchen and gradually opening up with mothers. She spends a lot of time talking with Mrs. Townsend [White] and Mrs. Jason [Black, public housing] and sometimes I wish I could eavesdrop but I'm sure they can help Lois more than I.)

June (Parent conference) Our main topic of conversation was how we could get Alice here more often. Mrs. Buxton said, "Well, that's a big problem because I don't like to get up. And sometimes Alice wants to stay home with the babies and I don't want to force her to come and have her hate school when she grows up." We suggested maybe she and Alice could come together sometimes and her friend could care for the other two. (That would give her time alone with Alice which Alice needs.) She said, "Well, she hadn't thought of that. She guessed she would."
Mrs. Buxton copes exceedingly well considering the kind of life she leads. The father is home about once a month for a weekend. All of the children in the house are treated as one family and whoever gets up first is the one who cares for the children. Whoever happens to be home is the mother to all five and this is frequently Mrs. Buxton. Every once in a while she'll comment, "I just gotta get away from those kids for a while." Then she goes to a show or to visit one of her aunties of whom she seems to have many. (We understood that feeling and expressed our sympathy.)
Lois said she thought it was even more important for parents to get to know each other than the children. (Again her needs are showing.) She suggested art classes. She doesn't like the sewing classes and she doesn't like to cook. She said with a laugh, "I'm no housewife even if I do have three kids!" (We told her we'd try an art class in the fall.) She has a fantastic sense of humor and a real sharp wit. As we were talking, some teeny flies kept buzzing around. I said, "I use spray, but I just can't get rid of them." And Lois said, "Well, you are not using the right spray because they're not dead or else you're just stunting their growth." (Appreciation for her sense of humor communicated non-verbally.)

July (End-of-year assessment) Mrs. Buxton's contribution to the school we feel is a good one, but it's different from most. She offers lots of ideas; she's willing to talk with parents and always defends the school. Even the last day of school when someone was saying that she guess that we would be able to see some changes in the children next year, she jumped right in and said, "Well, they've all changed: everyone of them since they've been here." And then she went on to say how many words Alice had learned and different things that she felt she had gained from school. She said again the other day, "It would be good for all of us mothers to be in the same room so that we would get to know each other." She's friendly and relaxed now and has that delightful sense of humor that mothers and we enjoy so much. The episode of the exposure to infectious hepatitis which created such anxiety gave Lois a chance to express her feelings for people who need help. She stood squarely behind the sick child's mother and condemned the mothers who were blaming the mother for being so dirty that the child contracted the disease and then contaminated the school. Alice has been going home with Mrs. Townsend's daughter for lunch once in a while. (This cross-cultural association seems to be ripening into a friendship.)

Mrs. Buxton has moved and she's very unhappy with the place. She says she's not unpacking because it temporary. Alice is still tired and fearful of large muscle toys. She spends most of her time in housekeeping roles. She is beginning to talk. Her mother says there's been great improvement so we assume Alice talks more at home than here. (We've been helping Alice choose books to take home and Lois sort of begrudgingly reads them to her. We've told her that if Alice hears lots of words she'll talk more.)

Lois is pregnant again, due in September. She still hits and spanks, but she's proud that she doesn't leave marks. Since the hepatitis incident she's been vocal in supporting the school. The relationship with the staff has really changed completely. She's very friendly. This started after the parent conference when she saw us as people. Hers was the longest conference we had, about two hours. And then she enjoyed the party.

Our goals are to keep working to get Alice here regularly. She's enrolling Claude in September. Maybe this will help. (Staff remained open enough to this hostile, aloof parent to help her find a place in the school, to accept minimal responsibility, to begin to understand some of Alice's needs, and to meet some of the mother's needs.)

Second Year

September, 1967 Alice's first day was yesterday. Last year she used to come in and hug everybody. She came in and didn't speak to anyone. Just went over to the doll corner. I tried to speak to her, and she wouldn't answer. And after about ten minutes I was standing with my back to her, and she ran and threw herself in my arms. I picked her up. And she put her head down on my shoulder and held on to me very tightly for awhile, still not saying anything. But after that she was just like she always was: following around and wanting to be held by everybody.

Mrs. Buxton spent the remainder of the morning and helped with the juice and clean up. She said they had a rather nice summer; and the reason she didn't bring Claude with her yesterday was because she couldn't find his other shoe.

But, she would be bringing him soon.
And she did--the next day. (We told Lois how glad we were to see her and have both children in school this year. We chatted about her summer and our vacations and it was like friends greeting each other after an absence.)

October Alice is attending much more regularly this year. She's talking a lot more and playing more. She still likes to be held, but she's progressing. Lois is participating once a week now and has been attending the art classes which she enjoys immensely. She spends a lot of time even when it isn't her day, talking in the kitchen or playing with the children outdoors. (We've assigned a student to help Alice and her mother learn how to talk to each other. She plans to have them play games together, to build Lois's self-confidence. A part of each session will include Lois so that she learns some ways of talking with Alice.)
Last week in art class Mrs. Ishida showed us how to write in Japanese and Lois got so carried away with it that she asked Mrs. Ishida to show her how to write all the children's names. And she wrote all the children's names. And I showed her how to sort of mat them. And she said she went home and matted the names and hung them all over her bedroom. And she has so much fun when people come in and ask what they say. (Appreciation of her humor and vitality showing through.)

November Mrs. Buxton is coming quite regularly now. She went to the party Mrs. Townsend had and had a good time. She does quite a bit of inviting now. One day we were sitting here and she said, "Do you guys eat your lunch here?" And I said, "Yes." And she said, "Well, why don't you pick up your sandwich and come to my house someday with it?" (We will surely do that soon.)
Mrs. Buxton went shopping with Mrs. Jason to get a gift for Mrs. Holliday who is leaving because she is moving. She came back with a very cute card. I said it was so cute that I wish I had known you were going to see this, that I'd have had you bring me one. (Appreciation of her taste.) And she said, "Oh, I can give you this one and I'll go back and get another one." And I said, "Oh, no. That's okay," and forgot about it. Later on in the afternoon I noticed she had left it. So I called her that night to ask her if she was interested in a training program that may get started here for the parents. (Being sure she is informed.) And she was very interested. And I mentioned that she had left the card and she said, "Oh, I thought you wanted it." And I said, "But I didn't pay

you for it." And she said, "Oh, that's all right." But, I told her I would pay her as soon as I saw her. I asked her if the children were going to be in school the next day. She said, "Nope." And I said, "Why not?" "My children are gone. Some friends came over and got them just a little while ago. And I don't know. They may be here in school or may not. They took a change of clothes for them." (Still putting her needs first and taking school casually.) Well the next day the children did show up in school with a strange girl that we had never seen before. She seemed to be a teenager. And she just walked in and started playing with the children. So finally I asked her was she related to them. And she said, "Oh no. I'm their step-god-sister." And she stayed the whole morning and took the children home.

December The Buxtons haven't been here all week. But the morning of the party Mrs. Buxton came with Claude. She said he was the only one that was well. Mrs. Buxton was very helpful. She served the children, helped clean up and really seemed to enjoy herself. She mentioned that she may be moving and that her housemate may be moving to a separate place.
Alice's tutor came but when she found Alice had been sick she said she didn't want to catch her cold and left. (I was angry about this treatment of Alice and picked her up and sat her on my lap and we played and talked for a long time--Actions do speak louder than words.)

January Something is bugging Lois. They were out-of-town for Christmas but I can't seem to get them back into school. Lois has missed her day for two weeks now. When I talk to her she promises to come, but she doesn't. This is not like Lois. (Found out later that it was about this time that Lois learned she was pregnant again. I guess four children in four years is almost too much.)

March (Mid-year assessment) Rather discouraged about the Buxton's. Things were going so well, but now Lois seems to have slipped back to her old ways. The only ray of hope is that she is in the child development program and she's enjoying it. She seems very depressed and her humor has taken on a bitter twist as the time we told her a certain red berry was poisonous and she said, "Are you sure? If you are, I'm going to pick a handful and set up a dinner for all of my kids." She just told me about being pregnant and how unhappy she is. I'm glad she can talk about it anyway. (Furnishing non-threatening catharsis.)

April Right after our assessment for some reason Lois and her children have been getting here on time and much more frequently. (I wonder if our talk was a catharsis for her.) The children now seem happier and more active. (Or maybe the class is taking hold with Lois. She does have to be here one day each week for the class and she is bright so she may be taking in enough to want to be here.)

May Lois has moved again. For the time being she has no one living with her. She is very pleased with Alice's improvement in language. She says she can now hold long conversations with her. When Lois comes she brings all three children. She's about six months pregnant and has to take the bus and she says she feels the bus driver is saying every morning. "I wonder how she's going to get on that bus with all those little kids." One of the teachers said he would arrange to pick up the kids. When he does she comes over a little later and usually Mrs. Townsend drives her home.

June Lois has really taken to the training program. She missed a couple of times and she was very sure to make up the assignments. She was very active and enjoyed the class. She was excited about going out to San Mateo to the director's house for the final session. (We told her how helpful she's been to the school this spring and how much we appreciate her effort when we know she's tired.)
When Mrs. Jason found that she was going to be working at the Church this summer and would have to make arrangements for someone to care for her children after school until 1:00, she asked Mrs. Buxton, of all people. We were quite surprised because she is pregnant and had been bringing her three children to school on the bus, taking them back. She agreed to take care of Mrs. Jason's children and when Mrs. Jason asked her what she would charge she told her she didn't think she would need to charge anything. Well the first few days Mrs. Jason left one dollar every day for Mrs. Buxton to take a taxi home with the girls. She was there very faithfully every day on time to pick up all five of them and take them home and didn't seem to mind in the least, although she was obviously getting tireder every day. (Mrs. Jason's expression of confidence in Lois evidently meant a great deal to her.)

Third Year

September, 1968 The Buxtons attended regularly until September 24 when the baby was born--another son. A friend kept the children until Lois came home. Mrs. Buxton represented her school this year at the staff meetings about a cross-cultural curriculum. (She was the only parent in the project who attended all meetings. She made many important contributions. She and Mrs. Jason kept us all informed about the discussions and decisions.)
The children are in great shape--very open and active.

October Lois said she would meet us at the swimming pool if she could get someone to stay with the babies. She was there waiting for us and came back to the school with us. We talked a long time about our families. (I got the impression she feels very lonely and needs to talk. That's why I kept on talking until she got through.)

December Lois visits the school whenever she can with such a young baby. She's always there when she's needed. She goes swimming with us, goes in with the children and is a big help. (I told her what a big help this is and she was pleased.)

January, 1969 Mrs. Buxton has a car now and she's picking up two other children and bringing them. She's also keeping a lot of children when their mothers need her help. She says, "I don't ever feel like I can say no if somebody's stuck." (Her generous nature coming through again.) She's signed up for the second parent training program. She says she enjoyed hearing what all those mothers have to say and she guesses her mothering "ain't too bad, after all." (Her self-concept has grown tremendously and Alice reflects it.)

March Lois is still very active, coming to class once a week and also doing her work-day. She has to get up early, take her husband to work, drop the two little ones at the baby-sitters and then come on here with the older ones. Even so she seems to enjoy it and some days finds it difficult to leave. She stays around and talks after everyone else is gone. (We enjoy her talks.)
Mrs. Jason tells us that Lois is having some conflict at home with her husband about how to discipline the kids. With him being away so much it is difficult for him to keep up on how Lois is changing her way of disciplining

the kids. (Mrs. Jason has been offering Lois advice on how to handle this as she has some of the same problems.) When Lois read the book we have here Oh, Lord I Wish I Was a Buzzard she got to talking about her experiences in Arkansas, how they tried to find cool places to stay, and how they carried candy wrappers around just to let people know you had had candy. (I told Lois she ought to be in our Black Culture series but she just laughed.)

April Lois told us today that she wouldn't be able to attend any more of the training classes because she had lost her regular babysitter. I told her that she could bring Peggy with her and leave her with us because although Peggy isn't quite two she's very active and very happy to be with the other children. She said well in that case she could take the baby in the class with her and continue. (All members of the family are accepted.) Usually when Lois is here, after the swimming session she doesn't actually work on the floor with the children. She and Mrs. Jason usually do a lot of talking in the kitchen. (We have decided that this is very good for them. Although Lois seems very self sufficient these days, she seems quite lonely and enjoys being here and talking with other adults. We try to give her as much opportunity as possible and often she stays late. She just finds it hard to leave and we encourage her to stay until we have to get to work.)

June Parent Conference When we got to the Buxtons we found a houseful of new furniture. Lois was talking about how lonely she is and how confined with her four-- so she decided to have something nice to look at. We talked about Alice going into kindergarten. Lois seems sure she'll do all right. We gave some suggestions about how she could encourage Alice to try certain tasks. She still feels she can't help Alice much, but she said she would try. (Building follow-up for the future, hopefully.)

July Final Assessment Lois is very affectionate and sensitive to the children's needs. She's learned to use less swatting and less spanking and she says her husband makes her mad because he still uses the old way. Lois is independent and helps her friends very regulary. She volunteers to do things at school which it is hard for her to do, but she's just that way. She has more empathy and is skilled in interpersonal relationships. She's made many friends from the other groups but still retains strong identification as a Black person. Lois is definitely interested in joining the Cross-Cultural Family Center and having her three youngest children in nursery school there.

> She looks forward to keeping up the friendships she's made. (Encouraging her to keep on with her friendships since NICE has meant so much to her.)

Today Lois is a member of the Board of Directors of the Cross-Cultural Family Center. Her marital relationships though somewhat tenuous are improved. Her husband is home more and she seems to have more toleration for him. She is described by a student who did a family study in this way:

> Even though this family has had it's share of stressful situations resulting from housing changes, a constant flux of outsiders living in the home, and an unstable marital relationship, the children bear no outward sign of distress, unhappiness or emotional disturbance. I feel that it is due to Lois's strength of character, generosity and abiding love for her children. She obviously is the primary reason for this family's cohesiveness. I feel that this mother would be less tired, more enthusiastic about life and develop a greater and more positive self-concept if she too had freedom to pursue an individuality set apart from motherhood. Unfortunately, circumstances are very limiting, but perhaps through continued involvement with school and the proposed Family Center, she will begin to find outlets for undiscovered talents and abilities. As an observer and visitor in her home, I have found Lois to be friendly, warm, accepting, trusting and open.

At the end of the project on the rating scales she showed the greatest overall gain of anyone in the project, her average sub-scale ratings being:

Child rearing	4.0
Social competency	5.0
Adaptability	4.3
Intergroup acceptance	5.0
Use of community resources	4.3

In the exit interview when asked what Alice should know by the time she entered kindergarten she replied, "Her name, how to write it, spell it, some of the ABC's." When asked what she would do to help Alice enter kindergarten she replied, "Go with her. Give her all the support I can give her." She also reported that she got more lenient with her as a result of NICE.

Dynamics of Growth

What dynamics were at work to explain this woman's phenomenal growth?

Lois Buxton came into the project as the youngest mother in her school. She behaved irresponsibly for several months as far as getting her daughter to school or coming herself. She was perceived as hostile at first. She found at the school a team of teachers--one of whom was an excellent listener, another who shared her same type of wit, and the third who was as young as she was. This team never rebuked her--they never became careless about keeping her in mind. The record shows that they set in motion in specific actions some powerful processes which were the underpinnings of NICE. They were able to translate the general concepts into daily happenings.

> They told Lois Buxton repeatedly that they cared about her and Alice and all of her family.
> They supported her in decisions she made about Alice and were interested enough to find out about them and discuss them.
> They accepted Lois' timing as she tried to decide how important attending nursery school was for Alice.
> They joined the mother in her goal to help Alice become more verbal and they fed-back progress in this area.
> They recognized that Lois Buxton as a young mother whose husband was away for long periods had deep social needs which had priority in her life

over her children's needs to get to school. They used this need of Mrs. Buxton's to get her involved in the school.

They gave her small responsibilities which she could dispatch with success thus helping her feel needed.

They enjoyed and appreciated her uniqueness--especially her sense of humor, and they let Mrs. Buxton know of their appreciation.

As Lois came she met other mothers--she found resources that could be helpful to her. Mrs. Townsend was white, middle-class. She probably represented a different kind of friend and she had transportation to offer. Mrs. Jason was one of her own group who had four children, too, but was older and more experienced, very helpful and very available since she came to the school almost everyday. These two women shared an intense loyalty to the head teacher and to the school. Mrs. Jason helped Lois understand her maternal role without "putting her down." She gave Lois enough trust to place her own children in her care. This was a supreme compliment and called forth trustworthy behavior from Lois.

Whenever Lois came to school, she observed certain ways of relating to children that were different from her ways. She was too shy to ask questions but she was thinking. Teachers were feeding back their observations to her but not limiting their discussion to Alice.

Periodically, in conferences and assessments, the staff of the school and of the entire project was considering how the project could be more helpful to the Buxtons. From these sessions came goals and procedures to try out. (This was done for each family.)

Lois' suggestion for an art class was acted upon. It was important for Lois as a social outlet, as an avenue for knowing parents, as a success experience.

NICE provided avenues for parents to talk together about their problems in rearing children. Lois recognized her need in this area and joined each of the training sessions.

The staff built on the strengths Lois had. Apparently in her growing up she had known some good mothering in spite of her blood mother's rejection. She mothered her children as she had been mothered. All of her children are unusually sweet and affectionate. Staff often told Lois this and how much they admired her way of caring for them and playing with them.

> Lois had spirit. She was shy, but she had ideas. The staff of the project worked to develop trusting relationships, realizing if these developed Lois would open up. They saw that she had opportunities to express her ideas when they counted most.

Lois Buxton was at a point in her life at age nineteen when she could go in many directions. She could accept poverty, crisis, day-to-day living, short-term goals, and in many respects she had. But, she was still searching for more satisfying ways of living. NICE came at the right time in her life and the interventions that were taking place were ones that gave Mrs. Buxton enough satisfaction that she was able to exert the energy it takes to get her family of four children on routines which made possible more satisfying relationships in her home. She developed enough self-confidence that she not only took care of her own children in responsible ways, but she also helped her neighbors and friends. Her life took on more purpose and this helped to make the lonely hours less devoid of meaning. As her self-confidence increased, she became very able in expressing herself; this enabled her to be more influential in her circle of friends. In her three years in NICE she grew from a dependent, lovable, generous person who was cared for by a great array of friends and family to a mature woman who maintained her generosity and empathy and was able to channel these qualities into productive areas of life for herself, her children, and her friends. The friends she had broadened from all Black to a wide variety of people, each of whom met some need in her life.

Critical Points in Growth

A brief look at the turning points in Lois' relationships with the school is revealing. The first change that seemed to really be lasting was after the birthday party for Alice. Alice's attendance thereafter was much more regular and Lois was more open. She began to reach out and to accept the overtures that staff and mothers were making. Shortly thereafter was the first formal parent conference. It lasted two hours. The conference was at school because Lois was not ready to have the staff in her home. During the conference she began to see the staff as human beings with problems like hers and she was more open thereafter. From this time on, with but one brief period when Lois was worried about her unwanted pregnancy, her growth was steady. With Lois Buxton the processes of *living in*, *accepting*, *being permissive*, *helping*, and *challenging*--all *individualized*--worked.

Processes Worked with Most

These processes worked with a large portion of the mothers--about two-thirds of the group. Another Black, public housing mother who is rearing three children by herself and who was on welfare when NICE started is now President of the Cross-Cultural Family Center. She is off welfare, holding a responsible position as secretary in a community agency. Her children are doing well in school. She has taken unusual initiative in fund-raising for the CCFC and is a strong, capable president.

A Caucasion middle-class woman who was a harassed, timid, unsure mother of five when NICE began has developed tremendous self-confidence and skill in working with children. She is one of the teacher assistants in the CCFC nursery school.

A Black woman who was very capable but who had given up most of her purpose and was spending most of her time in constant socializing was the first president of CCFC, is now a teacher assistant in the CCFC nursery school.

Processes Failed with Some

Of the one-third who didn't show much growth about one-half of them had such high ratings at the beginning of the project that there was not much room for growth. In other words, the rating scales did not make discriminations at the upper level fine enough to record what happened to these seven mothers.

But, what of the seven mothers at the lower level who showed practically no growth? A review of the anecdotal material indicates that there are at least three possible discernable reasons why the project failed or seemed to fail with these mothers. Let us examine briefly the circumstances of each of the seven.

Three of the mothers (Mothers A,B,C) had continuous crises in their lives. They were not able to recuperate from one crisis before another one occurred. Mother A could not bring herself to accept help which the project could have given her. This was probably due to her cultural background (Indian). Mother B was mentally ill and the project did not have the resources to cope with her problems. Mother C received a blow to her self-esteem which caused her to withdraw from any coping techniques for eighteen months.

Mother D was so immersed in the culture of her immediate and extended family that the staff early came to the conclusion that this family saw the project as a place to obtain a free nursery school experience for the child. The family attended no functions and contributed very little. The staff of her school were not able to "walk in her shoes" and they probably unconsciously communicated disinterest in her activities. The dynamic of frozen perceptions on the part of the staff functioned with this family as well as with a number of other families. In those cases in which this dynamic functioned, small efforts made by families to become involved seemed to go unnoticed, thereby making it more difficult to accelerate involvement. Careful reading of Lois Buxton's record clearly indicates the power of remaining open and accepting; whereas the record of Family D indicates early stereotyping and a closed attitude.

Family E moved about midpoint of the project so far that transportation was a serious problem. The father worked in the City and thought he could bring the children to school with him and his wife would pick them up. The family didn't want to drop, but they were unable to participate in very meaningful ways in spite of positive intentions.

Family F which consisted of a mother on welfare with two boys made tremendous growth (for her); but it did not appear as growth because she had such a long ways to go. Again the rating scales were too gross to measure accurately her growth. This woman was a mother who was incapable of communicating much more than "yes" and "no." Not only the staff in her school but many families exerted great effort to help this mother. She communicated acceptance and friendliness but her social competency was extremely low. Her child rearing practices were detrimental to the older child. She joined each of the two training programs and became able to communicate much more adequately and did improve to a limited degree her child rearing practices. From her point of view she changed tremendously. When asked in the exit interview if NICE had changed her life she replied:

> You mean you ain't noticed how much I've been talking. I talk up a lot better cause I used to be shyness all the time. Now I can talk a little bit better than I had before anyway.

None of the staff really saw the change in her life as she saw it until very late in the project. She is now a member of the Family Center and keeps in touch with many of the friends she made in the project. It will be interesting to see what happens to this woman. If she can receive support and encouragement for another period of time, she may take many positive steps toward becoming more capable of being fully in charge of her life.

The last of the seven who seemed to make little or no gains lived across the hall from Lois Buxton. She was also a young mother who was bringing up her two children by herself--a six-year-old daughter and a two-year-old son who was enrolled in NICE. Lucy Tuttle is an attractive, high-style dressing Black woman who has a manner that is a mixture of good-natured insolence and indifference. She finished high school in the Bay Area and had almost two years of junior college work. Her conversation is almost completely about clothes and good times that she has had or is planning for herself. She "rattles on" at great length in a rather disjointed manner. It is difficult to know what she has said when she is finished. She completes nothing she starts.

Her son attended the same school as Lois Buxton's daughter. The staff spent as much time, and attempted all the processes, and some additional ones, that they used with Lois. None of them worked. It is difficult to analyze why. The one factor that comes through as one reads the entire record is a difference in the personal values of the two individuals. Lucy Tuttle would promise the staff anything that was suggested and she seldom remembered she had promised. Nothing seemed to really touch this woman for more than the moment. She had pride in seeing her son dressed in fine clothes on the outside but sent him to school at age four in his sister's hand-me-down flowered underpants. If she volunteered to do something, someone had to stand by her side continuously to see that it was done or allow it to fail.

NICE did not find the answers to working with Lucy Tuttle in such ways as to help her develop more concern and love for her son and her daughter. Both children were and are grossly neglected. She has now moved from public housing and has little or no contact with any of the NICE members.

For the mental health of the staff, it is fortunate that the failures or near-failures were more than offset by the many success stories that could be told.

Chapter Eleven

VIGNETTE OF NICE PROJECT

In Chapter Five the statement was made that a quality of an extended family developed in NICE and that while the family wrestled with many internal stresses during its life, its basic integrity remained intact. The purpose in this chapter is to describe subjectively how NICE went, what worked, what did not work, how crises were met, some of the high points of the project.

The family of NICE involved sixty families of 302 individuals and a staff of fourteen whose families numbered forty-six individuals. Obviously in a sample of this size one will find a wide variety of people. NICE had a tremendous variety! In other parts of this report the sample has been described economically, racially, ethnically, and by living style. What kind of people were these? The group included families who seemed "glued together" throughout the project and families whose lives seemed to be a continuing stream of crises. It included families who were moving every few months and dreaming of moving in between moves. It included families in which the mother was getting psychological help and ones in which children were getting such help. It included a single woman and her one daughter and families of eight members. It included families who had been in serious trouble with the law and families in which health was a continuing problem. It included many kinds of mixtures: Japanese-Black, Japanese-Mexican, Caucasian-Black, Caucasian-Japanese, Caucasian-Tinglet-Indian. It included a majority of people who had lived in San Francisco for less than ten years. It included a large number of Black families who had come from the deep South or Texas.

Temperaments and tempers encompassed the spectrum. Some individuals could be described as having a chip on their shoulders; others were easy going, affable, still others were diffident. Some were involved in a great variety of community activities while others seldom left the house except to do the errands necessary for living. Attitudes toward people ranged from "People are no damned good," to "Everyone is beautiful."

How Did NICE Go?

So how did NICE go? The individuals who wrote the proposal had some ideas about how NICE should go. Fortunately, in many ways their ideas were not fixed and the design was flexible enough that it did not restrict the direction in which NICE could go.

How did NICE go might be told by describing a typical day in its life. It is the second year of NICE, a gray, rainy Thursday in January. Families all over the Western Addition are finding it difficult to get up and get the kids to school. "Oh, let's sleep in" sounds so enticing. Five of the NICE families have car pool responsibilities so they manage to get going. Two of the NICE staff are also picking up children as they come to work.

By 9:30 about forty of the sixty families are in school. There's a parents' meeting in School A. The mother who has appointed herself parent education chairman begins to make a mental tally of who is absent and who is ill. Then she goes to the phone and makes some calls. On the floor of the nursery are three student teachers and today a visitor from Michigan is present. So the head teacher has much to orchestrate--including trike riding in the gym since weather prohibits outdoor play. The project director is meeting with the parents. She came a few minutes early to talk with the YMCA Director about what to do with the portable house in the yard that was serving as a hide out for older boys at night.

A visit to School B finds children and parents and staff and the social worker all busy with a number of activities. The social worker is putting up a display on consumer education. As he works, he is also taking mental notes on a child whom he had been asked to observe. A cooking project is taking place with one mother and four children. Another mother is working with a group of three on telephones equipped with batteries so the children can talk with each other. Two mothers are rocking and chatting in the parents' corner--planning, it turns out, a parents' meeting to be held in the evening at one of their homes. The male teacher is teaching three boys and two girls how to tumble. The head teacher is rocking a crying child. In walks one of the Research Associates with a request that teachers read some materials and be ready to respond to them at the staff meeting the next day.

The telephone rings and the head teacher learns that the mother of one of the children has just been offered a job if she can drive a car. But she doesn't have a driver's license. The teacher offers to take her out Saturday to help her learn how to drive.

School C which is in a public housing unit is also buzzing. Video taping with a portable unit has been scheduled for this school. The assistant teacher is being followed around with video equipment all morning as he goes about his tasks. The head teacher arrives about ten o'clock having called on one of the mothers who is ill and who needs someone to help her get a homemaker assistant to come in for a few days. Five parents are buzzing in the back room about a raffle which is being planned to buy some equipment for the play yard.

This is bag lunch day in all of the schools. As school closes, the tables in each school are moved together and the group assembles in a large circle to enjoy eating and talking together. Staff members responsible for driving children, deliver them and rush back. In one school five parents stay for bag lunch, in another ten, and in the third only three on this particular Thursday. Plans are finished with parents who are there or over the telephone for Friday's school session since the parents are in charge of the schools on that day each week. By two o'clock nearly all of the parents and children have gone home and the staff of each school begins to put the school in order for the next day.

They also talk over the day's events, evaluating what went well and what didn't. (Once a week a more formal evaluation is held with student teachers present.) They read and discuss the materials delivered that morning; plan what is needed at the next day's staff meeting; dictate any significant events of the day. Two have home visits to make after 4:00 pm.

And what happens to the parents? Three Blacks and a Caucasian go swimming together while a fifth keeps their children. Several must be home since their weekly home task visitor comes on this afternoon. A few get home and remember something they must call the teacher about and, of course, there's much calling among the parents to exchange ideas, to "bitch" about something, to chat, to express joy.

After dinner several of the parents in School C get together to make raffle tickets; another parent has a conference with her teacher; another goes with the director to a Head Start meeting to tell how NICE involved parents. This dreary, rainy day has seen about two-thirds of NICE very busy with one-third having two or more commitments to meet during the day.

What Worked In NICE?

What worked in NICE? The telephone worked overtime. Each family heard from NICE at least every three days. If any family was absent for more than three days a call was made. At first the staff, including the director, did the calling. As families developed trust in staff, the director seldom called. As families came to know each other, they talked extensively with each other and were often able to communicate points of view more effectively than staff. One principle that staff followed after the first year was never do anything a mother can do.

Home visits worked. Often the message "Temporarily out-of-service" would come when trying to telephone. Then the staff visited the home. At first the visits were staff initiated and had a specific purpose. As trust and friendship developed, many families invited staff to come by for a few minutes to have a cup of coffee or coke or even champagne, to listen to a record, to see a new dress, or... Formal parent conferences were scheduled at the end of each year--not so much to communicate progress, since this was done continuously, but to help parents experience the value of a parent conference and hopefully ready them for public school conferences. Beginning with the second year of the schools, home visits were made once a week to each family for the purpose of bringing a home task to be used that week. This became one of the most effective parts of the program.

First hand, person to person contacts worked. Notices of meetings that were sent out were followed by telephone calls or a personal comment as mother called for her child. If a child couldn't get to school, a way was found for him to come. If a child or parent was ill, someone expressed concern and did what was needed to be done. If someone needed help in presenting himself for a job interview, someone was there to give the help and encouragement needed. Staff and many parents "walked the extra mile" a hundred times over to say, "I care. You matter to me."

What worked? Accepting people as they are which was called unconditional acceptance. Finding something that could be a starting point for a relationship and letting the relationship grow without trying to mold each one into a predetermined form. This was called voluntary involvement.

What worked? Being able to move slowly enough that one could actually live in by "living with" the families. The "aperceptive mass" of any NICE staff included pictures of interiors of dwellings, characteristic postures and gestures of the individuals involved, the tastes and smells of favorite foods experienced together, the sounds of laughter and sobs, the shouts of anger and hurt, the feelings of togetherness and of apartness. All of this became the "living in" that staff experienced and all of this worked for NICE.

A moving account of how these processes functioned in one crisis is recounted:

> Family II: The Gordon Family
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> The Gordon family is composed of Mrs. Gordon and her five children, ranging in age from nineteen to four. The four oldest children have the same father, from whom Mrs. Gordon has been separated for about eight years. The fifth child, Betty Morton, age four has a different father. Mr. Morton lives in the same neighborhood and maintains an excellent relationship with the family, relating to them in a very supportive role.

Mrs. Gordon receives welfare support for the four children. One of the reasons she elected not to marry Mr. Morton is that she would lose her benefits and Mr. Morton's income could not bring in as much money as she now gets.

The family lives in an apartment in a low income public housing development. They have a three bedroom apartment which faces a large parking lot, and is in an easy and comfortable place for neighbors to stop in and say hello. Mrs Gordon draws people to her very easily. Her apartment is always neat and clean and a kind of show place. It affords many neighbors a peaceful place to relax and listen to Mrs. Gordon's large collection of records. Although Mrs. Gordon has many friends, it has become clear since knowing her that she only shares her personal life with a few friends. The apartment is also located out the back door of the nursery school which Betty attends and which has been very meaningful to the Gordon family, who have all been involved in some activity through the school. Mrs. Gordon comes in and out of the school very easily and has been helpful as a parent aide until enrolling in a career ladder training session. When some of her daily problems have become burdens she has dropped by to discuss them with the staff over a cup of coffee. Through the school, Mrs. Gordon has made several friends with whom she has good relationships. Mrs. Gordon is very easy to be with, she makes people very comfortable and tends to support them at times when this is necessary.

One evening while Cindy, age nineteen, was entertaining her friends, her boy friend with whom she has been going with varying degrees of intensity for five years, left the party. He was leaving with friends and in a brief altercation was shot and killed. Although everyone heard the shot, they assumed it was a fire cracker and thought nothing of it. When they found out what had occurred, total hysteria and utter chaos broke out. This incident precipitated a series of events which made it necessary for the family to draw on all its resources in order to handle the events that followed.

The police came to the door immediately to question the family. Mr. Morton handled them very effectively, relating the necessary information, but refusing to permit them to put Cindy and Mrs. Gordon under any further strain at that time.

Mrs. Gordon called the boy's mother and then received her in her home, letting her express her extreme grief and hysteria, while Mrs. Gordon maintained her control. She tended her daughter, who was uncontrollable throughout the first night.

Early in the morning of the following day, Mrs. Gordon called the nursery school and asked if one of the teachers could take her and Cindy to a hospital one block away to talk to someone there and get a sedative. It is important to note that the hospital is barely a short one block walk, but because of the close relationship with the school and staff Mrs. Gordan called them to be near her and comfort her at this time.

Throughout the first day and the days that followed, Mrs. Gordon talked about the events continually, received her friends who came to be near her and Cindy. She encouraged Cindy to go see her boy friend's mother and to deal with her own grief in a way that she needed. She expressed her concerns to the staff at nursery school that Cindy was not sleeping or eating, and received their reassurance that this was part of Cindy's grief and that eating and sleeping would come in time.

Mrs. Gordon issued invitations to the funeral, saw to it that everyone was ready to go, and called on the nursery school teachers to drive various groups of Cindy's friends to the funeral. She even asked the nursery school staff to sit near her at the funeral.

All during this pre-funeral time, Mrs. Gordon and her children remained home from their usual commitments. They all rallied together trying to deal with the tremendous grief that had fallen over them. Even the youngest child, Betty, talked constantly to her teachers about all the events, and it was obvious she had been given a clear and concise picture, that she clearly understood. When the tensions at home became too great, Betty was permitted to come to school.

Throughout the five days preceeding the funeral, Mr. Morton was a constant source of strength. He kept reminding Mrs. Gordon to keep herself under control and not to permit the events to totally ruin her. He seemed to understand that her overt, controlled-appearing behavior was just a cover-up for the real distraught feelings. He did whatever cooking needed doing, as well as a variety of other tasks. It is important to note, too, that throughout all this time at home prior to the funeral, Mrs. Gordon insisted on cleaning closets, complained that the house was a mess, though it really wasn't, and tried to keep her physical environment in tact. Mrs. Gordon never once shed a visible tear and remained a pillar of strength, caring for all details, no matter what the magnitude. During the funeral, she sat with Mr. Morton and some friends, while Cindy sat with her boy friend's parents. When Mrs. Gordon noted that her daughter began to collapse under this final strain, she quickly joined her as did Mr. Morton. She bore Cindy's weight on her body, carrying and carressing her as she collapsed many times during this ordeal.

Mrs. Gordon finally let herself go as she was walking down the steps to the car going to the cemetery. She fell to the ground in a faint from which it was especially difficult to arouse her. She had finally permitted herself to be felled by this tragedy. It was only at this time that she allowed Mr. Morton and her friends and the teachers to make a decision for her. She resigned herself totally to them and went home instead of to the cemetery. It was at this point that her daughter began to weep for her crying out, "Momma, I'm sorry, please be all right." Mrs. Gordon waved her on telling her she would be waiting for her at home.

Once at home, Mr. Morton called the punches. He ordered her to bed, said, "No pills, no more hysteria," and with tremendous tenderness begged her to please not let herself go too far.

Mrs. Gordon stayed home from her training classes a few more days and spent them in readying herself for the routines that needed to follow. She did all the little things that gave her comfort. She cleaned her house, re-did her room, listened to her music, came down to the nursery for coffee and tried to see Cindy's needs for a change of pace by asking the women teachers to take Cindy with them downtown when they went shopping. Cindy lingered around the house, complained that her friends didn't care about her anymore, said she could not return to college but would seek employment. Finally, after three weeks at home, she seemed able to resume her school life and was again more tolerant of her friends and mother. They continued to visit at the house, support her in her grief, and slowly the conversation seemed to take other directions.

In terms of this kind of crisis several points ought to be made. It is important that individuals and families undergoing such a crisis have human contact and support while dealing with the acute phase. Mrs Gordon being a gregarious person and having good relationships with many friends, was able to call people as she needed them and was able to utilize the help and support they offered. For example, she called on the nursery school teachers, her daughter's friends, the hospital, her own friends, Mr. Morton. Another principle was to permit

> and encourage grief to be expressed. Her daughter had an added measure of grief because her boy friend had been the father of a child she lost during birth the same year of his death. A third point is to focus on the immediate experience of the crisis, without going into the deeper ramifications, because the hope is that as the immediate problem gets resolved, the others often get resolved also. A fourth principle is that the crisis was faced with the understanding that time is needed to work it through and this family did not rush themselves to prematurely return to their normal functioning.

What Did Not Work?

What did not work? Many specific ideas did not work. A film festival was tried. The idea was to have a film every Friday night. Resources were limited to films from SFSC. These films, or at least the ones chosen, had little appeal to the group. Attendance was very low. A Newsletter was initiated. It thrived for a few issues with a rotating editor in order to give more people the experience of editing. It flourished until one editor delayed so long that enthusiasm waned and it was dropped thereafter.

Meetings of the total group except for social occasions were only moderately successful. A turn out of a third of the group was considered excellent.

Involving the males of the families worked very nominally. NICE did not find the key to this important closed door in spite of having male staff members.

Development of an on-going evening program for working mothers failed. The social worker attempted to bring the working mothers together to see if they had some areas of common interest and concern. One that was hypothesized was the difficulty of a single parent rearing a family. One meeting was held which was attended by four people; the second had only two people. Parents seemed too tired at the end of a working day to focus on their problems. The idea was dropped.

NICE was not successful in influencing agencies in the Western Addition to develop more recreational opportunities for children between nine and fourteen. This is still a serious lack in the community.

In examining the specifics of failure it is possible to generalize that the NICE staff as a total group had two shortcomings. The staff was inclined to take on more than could be done effectively. It took several months of experience to see clearly which concerns were central to the project and not to be neglected, and which ones were desirable but out of the scope of NICE. Some of the staff did not learn how to say, "No, I can't do that." As a consequence, some activities lacked the consistent follow-through necessary for success.

The second shortcoming was that sometimes too many alternatives were proposed to parents. This left them confused at certain points. The staff learned how to cope with this and gradually settled on those activities with the advice of parents that promised the most growth for participants. After eighteen months, no activities were initiated that were not successfully terminated. By the second half of the project, staff had had enough experience to be able to evaluate rather accurately the directions that should be taken.

How Crises Were Met

As in any extended family, many crises occurred. During the life of NICE, families experienced rape, murder, repeated theft, fire, flooding, infectious disease, and juvenile delinquency. These are the bald facts of urban living and each had to be met as it came up with as much wisdom as could be mustered.

Vandalism was one of the first crises that occurred as the sites were being renovated. Some individuals did not want to see the YMCA yard fenced. Posts set in concrete one day were pulled out during the night. This incident served as an issue for taking sides and tended to dichotomize the parents into "Square" versus "public housing" even before the nurseries opened their doors. Discussions were held with YMCA personnel, Square management, the contractor, and neighbors who had something to say about the incident. A decision was made to place the posts three feet in from the sidewalk. This compromise seemed to settle feelings enough to allow construction to continue without further incident.

The feelings, however, were a factor in the school for several months. The gate was left open at all times the school was not in session so that all children were free to play in the yard. Many older children visited the nursery school at noon or after school and were invited to stay and play in an effort to express inclusion. Little by little the hostility dissipated itself in the face of the friendliness of the staff.

Vandalism and theft were experienced at all the schools, much more frequently at first than later. Since NICE was using facilities in buildings used for other purposes, it was difficult to lock up securely. In cases where cameras or other major equipment were stolen, the help of the police was requested. No insurance could be collected without reporting to the police. To be seen as law-abiding was also considered important in spite of the prevailing negative attitudes toward police. In one school the supply closet was repeatedly broken into. Apparently the boys wanted refreshments. For a short while, cocoa, milk, and crackers were left out for them. Simultaneously, the director was surveying who had access to keys and by changing some locks, the vandalism ceased and it was no longer necessary to provide a snack for hungry teenagers. Staff members had resigned themselves to continuous theft about the time that repeated theft disappeared. Perhaps the theft was a symptom of rejection which became less virulent as staff proved its ability to cope with dissident factors in the community.

Rape is an everyday occurrence in the Western Addition. NICE first encountered it when a SFSC student whose field work assignment was walking a child to school, was raped in an elevator. This was a frightening experience for everyone concerned. The incident required immediate assessment of many complicated factors and judgments coming from the assessment. The information first came to the director from the head teacher who had learned it from another SFSC student who was in the same building calling for another child. The student who was raped did not go to the nursery school. Many questions had to be answered:

1. Where was the girl? How was she? How could she be found?
2. What help could be given to her?
3. What were the legal implications?
4. How was the college implicated?

The director called the girl's mother and without informing her of the incident learned the girl had not gone home. She then found out what class she had on campus, went to the instructor, and requested him to send the girl to her office if she came to class. Then the director called the dean of students, informed him of the incident and asked his advice. When the girl arrived at the director's office, she related the incident and the director advised her about the course of action she should take. The girl was grateful for the advice. She handled the situation very maturely.

The incident had a major impact on staff. The women members had heard about the risks of certain buildings and certain streets but it had not come this close to home before. How to get the two children to school was still a problem since, of course, the two girls were excused from their assignments. One could not ask mothers to take a risk that was considered too great for students. Feelings were intensified as just a week later one of the mothers was attacked on the stairway of another building.

At this time NICE had the services of a mental health consultant. She was quite helpful in subduing panic by analyzing some of the unconscious signals that are sometimes given which make incidents of this type more likely. Finally an arrangement was made in which the mothers got their children downstairs and outdoors to be picked up. Since the elevators and stairs seemed to be the dangerous areas, these were avoided.

A meeting was requested with the Public Relations Commission of the Police Department. At this time the problem of protection of women in public housing from people who come in off the street was posed to the Police Department. Their reception was discouraging and infuriating. Everyone present felt the Police were talking down to the parents, belittling their plight, and that their requests for protection would be ignored. The director wrote a letter to the Chief of Police stating dismay at the attitudes expressed. A reply was made with promise of better performance. Protection did improve at least for a short time. The women involved had begun to learn ways of bringing their problems to the attention of people who have the power to act.

Another crisis that affected NICE directly was the burning of the playhouse in the yard of one of the schools. This crisis is told by a staff member of that school.

> For several weeks, we heard rumblings of ill feelings about the play yard. The playhouse was seen as an ugly building of little value although it had been thoughtfully designed by an architect to include maximum opportunity for climbing, sliding, jumping, and for solitary and small group play. We also heard rumblings of a power struggle in the community between those who felt NICE should be ousted from the premises because it served Whites as well as Blacks and those who were solidly behind NICE.
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> A series of small harassments took place. The sand box cover was taken apart and the big redwood two-by-tens, torn or hacked to bits. Sand was taken from the sand box and dumped in front of a woman's door known to be friendly to NICE. We found scorch marks inside the playhouse and heard many complaints about our taking away the older kids space. That we left the play yard unlocked until five o'clock went unheeded by those who complained.
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> We decided to get SFSC students to supervise play for anyone who came between 3 and 5 every afternoon. We told the students of our anxieties and asked them to keep their eyes and ears open to find out all they could. We tried to help them see how the complaints were all mixed up with complaints against public housing having to do with who pays for utilities, what to do about roaches and rats, about former users of these facilities, and about the growth of Black Power in the community.
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> We left the students confused, I am sure, but the Monday following this meeting, the problem was pretty well pointed out to us, in that when we came to school we found our playhouse had been burnt. The whole inside was a charred mess. Well, there was a great deal of excitement and talk and some of the youngsters knew who was responsible. One mother came by in great anger and said, 'If the kids hadn't done it, I'd have thrown a fire bomb in there myself.' The teacher replied that talk like that had probably been a factor in the kids doing it.
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> We called a meeting of as many mothers as we could get together and they decided that the two nursery school mothers whose boys were a part of it would go and talk

to the two other mothers. The four mothers got together and decided the boys should clean up the playhouse. We did not want to report it to the police. We wanted to take care of it ourselves.

So the following Saturday the four boys showed up and worked until noon scraping the playhouse until it was clean. I came to help and a couple of the boys slipped out early. We didn't finish so we picked it up the next Saturday. We got together with the mothers and gave them a report and the two boys who slipped out showed up and worked very hard. One mother was very pleased to hear what was happening and gave me a dollar saying, 'Take the guys out for a soda or something after they are finished Saturday.'

It's not clean yet but it is playable. A lot of children came to watch us work and now there's a lot of talk about painting the playhouse. When we were meeting with the large group of interested mothers, we began to see there's nothing around here for older children to do. Out of all this talk came an idea for involving the kids in planning their own fun. The public housing agency agreed to send a letter to each youngster in the building between eleven and fourteen inviting them to a meeting to talk about what kind of recreation they would like. The meeting was held in the nursery and twenty-two out of thirty-five kids showed up. They want sports and they want a club. The club we can help with. Some of the mothers are approaching one of the agencies to provide some sports. We'll see how that works out. In the meantime, the SFSC kids are helping out on the playground and tension has eased quite a bit. We're working with the students to turn over more and more to the kids themselves so they won't be dependent on SFSC students who are here one semester and then gone.

We're trying to make the community become more and more independent and relate to themselves and to use us only in emergencies and let them know that we're always here and we love to see them, love to do what we can for them, but to let them know that we, too, are busy--we, too, have things to do--we, too, just like themselves, won't be here forever.

High Points of NICE

The extended family of NICE was a young family. One of the high points was the place music held in the lives of most of the members. The records, and the dancing made the socials real swinging affairs. Everyone--even the middle-aged--threw themselves into the enjoyment of swinging, clapping, swaying. Dancing was important in the children's lives, too.

The aperceptive mass of the director includes a scene of children in the park dancing joyously, the loving way some children caressed the strings of their teacher's base, the children singing, "Everybody Loves Saturday Night," the exclamations of joy when the guitar came out of its case.

Another high point was the time one school gave one of their mothers a bridal party that left no wishes unfilled. An unwed mother who had had three children by three different fathers was about to be married. The mothers in the nursery school sewed her wedding gown and veil, decorated the nursery profusely in bridal decor and gave her a party that was filled with love and best wishes.

Then there was the joy of one mother who learned she had passed her examination for a General Education Diploma and who wanted to find a way to say "thank you" to her mathematics tutor who happened to be one of the research associates. And there were the beautiful faces of all the children--their joy and enthusiasm and concern for each other; their sturdiness and security in knowing they are loved and can manage themselves well.

Chapter Twelve

IMPLICATIONS OF NICE

When one studies sixty families through a three year period, many changes are noted. Among the NICE population, for instance, five families had a divorce, thirteen mothers went to work, two marriages occurred, several babies were born, a number of mothers received some kind of training either furnished by or outside the project. People changed in many ways. Forty-three of the sixty remained with the project throughout. Seventeen were added as vacancies occurred. These seventeen came into NICE with ease. There's nothing in the record that indicates any difficulties in assimilating them.

Goals of Project Realized

NICE studied behavioral changes in children. The investigators hypothesized that, by experiencing a holistic approach to education, children would grow in basic trust, autonomy, initiative, cognitive development, and social competency. This occurred. Although they were not drilled in areas measured by standardized intelligence, the children in this project did exhibit significant gains on the Binet and PPVT. They made as much growth as has been reported in most other studies. More important they grew in all areas that were measured or observed. On the basis of informal feed-back, there is reason to believe that they are coping with public school in a superior manner. The implication of this finding is that a holistic approach to learning results in holistic gains. Since a human being behaves with "all" of himself, a holistic approach is recommended for permanent results.

Coupled with the holistic approach was the individualization that occurred. This necessitated a thorough comprehension of the life space of each child so that individualistic approaches could be accurately developed. An attempt was made to achieve a meaningful "match" (Hunt, 65) for each child. Such a teaching approach demands an exceedingly small teacher-pupil ratio. In NICE it was usually one teacher to four children. If schools are to become institutions committed to developing the full potential of human beings, mass approaches must be eliminated. Schools must become small, personal institutions that reflect the community in which they exist in teaching staff, in curriculum, in materials used.

A third quality of the schools that accounts for their success in achieving behavioral changes is that they were family oriented. This meant the mother, the father if possible, and all members of the family spent considerable time at school. They knew what was going on there on a daily basis and teachers knew what was going on in the family on a daily basis. From this came an interaction that caused both teachers and parents to change. Perceptions were shared so extensively that it is difficult to remember some of the values that either group had at the beginning of the project. For example, teachers have changed their perceptions about discipline so that today the disciplinary methods used by low income mothers is not seen as damaging. On the contrary, much that happens between mother and child is seen as positive--worthy of emulation.

During the project a positive self-fulfilling prophecy was set in motion which resulted in improved mental health for children and parents. It worked this way. The children developed those qualities necessary for coping successfully. They felt good about themselves. As a result, the parents felt good about their children and felt they could and would achieve. Thus the parental expectations were enhanced: they expected more of their children and their children lived up to these expectations.

NICE studied behavioral changes in adults. The investigators hypothesized that adults would become more socially competent, more adaptable, and more open and accepting of people different from themselves. They also hypothesized that utilization of community resources and participation in community activities would increase. These aims were also realized. Mothers made significant gains on the behavioral scales in all five areas: child rearing, social competency, intergroup acceptance, adaptability, and use of community resources.

Some sociometric data is interesting in the area of intergroup acceptance. During the exit interview each mother was asked to name the five NICE families she knew best. *All mothers included some individuals of another race among her five best known parents*. Out of twenty-three Blacks, seventeen chose Orientals among people known best, and eighteen chose Whites among best known people. Out of five Orientals, all five chose Blacks and Whites among their five best known people. Out of twelve Whites, all twelve chose Blacks and seven chose Orientals among best known people. The following chart shows the total distribution by choices.

	Orientals Chosen	Blacks Chosen	Whites Chosen
Choices Made by Orientals (N=5) 21 Choices	4	8	9
Choices Made by Blacks (N=23) 112 Choices	18	60	34
Choices Made by Whites (N=12) 48 Choices	7	22	19

This picture leads to the conclusion that parents did make lasting friendships that cut across cultural lines. Eighteen months after the close of the project many participants are continuing their cross-cultural friendships.

Since racism is one of the most virulent mental illnesses of our culture, the nursery school as an instrument for promoting mental health in the community proved to be eminently successful in ameliorating this illness among project participants. This fact is even more significant when it is examined in the context of the growth during the past five years of Black Power demanding separatism. The superordinate goal of concern for ones little children proved to be a bond strong enough not only to hold the group together but also to stimulate it to grow toward positive mental health.

A New Meaning of Cultural Deprivation

One hope expressed in the project proposal was that the functional meaning of cultural deprivation could be sharpened by studying different styles of mother-child interaction in the cross-cultural sample.

This did occur but not in the way expected. This project has caused the staff to re-define cultural deprivation and to assert that it is not a low economic status phenomenon. It is a result primarily of mother-child interaction, but deprivation occurred in all of the micro-cultures included in the study and with as much frequency in one micro-culture as another. The functional meaning of cultural deprivation supported by this project is: Cultural deprivation is that personality quality which occurs when the mother-child interaction is such that the child pictures himself as not competent in meeting the expectations that the culture demands of his age group. The causes of cultural deprivation are many, one of which, in some instances, is poverty. Among the NICE families some could be termed culturally deprived because of the mother's tenuous emotional state; the poor image that the mother had of herself; the narrow, stereotyped attitudes of both mother and father; unreasonable pressures placed upon a child because of parents' striving toward upward mobility; absence of a trustworthy male model in the child's life; a sense of being unacculturated by the mother; lack of psychological support in the family or in the culture of the mother role. Not all cultural deprivation resulted in unsatisfactory achievement, but it did result in some behaviors that made it difficult for the individual to cope with cultural expectations.

One conclusion reached during the project was that all mothers in today's culture need a quality of support that is lacking. This need is accentuated among low-income mothers who frequently have additional problems of coping with the stresses of poverty and prejudice. *If a society is serious about eliminating cultural deprivation, it must come to accept mothering as a full-time job worthy of compensation and requiring preparation*. Today lawmakers are busy getting low-income mothers into the labor market and their children into day care centers. The labor market is already overpopulated and children *do* come home to a tired mother at the end of her working day. Typically a young mother has had no preparation for assuming the role of mother. Family life education that begins early (at least by the time a person reaches pubescence, preferably earlier) and is designed so that it confronts real problems of today's world is recommended as one approach to eliminating cultural deprivation.

Directions of Growth

An in-depth understanding of the great individuality of each family and each individual in the family and of individual ways of coping was one of the tremendous outcomes of NICE. Families and staff now find it most difficult to generalize about classes of people, about micro-cultures. Among the Blacks in the sample were five who took active leadership in the NICE project. And of these five, two were from low income public housing. Among the Caucasians were three leaders and several who had only minimum involvement. The strengths of some of the low income families were phenomenal; i.e., loyalty, ability to rise above sudden hardships, love of life which might be termed zest, wit, understanding of motivations. These were often referred to in the course of the project.

Micro-cultures do have unique characteristics which can be understood, appreciated, and "lived into." NICE gave each participant an unusual opportunity to experience the joys and sorrows of seeing and feeling and hearing as a person from another culture does. Since we are a pluralistic culture and since it has become apparent how rampant racism is, it seems imperative to these investigators for the country to commit whatever resources are necessary to make possible in-depth cross-cultural experiences. This is the key to developing a mentally healthy society. This supports the Coleman Report.

Role-taking

NICE set the stage and provided practice for the roles that mothers are now taking. When NICE began, a majority of the parents were letting life happen to them. Many of them stayed in their homes unless they had to buy groceries or the like. Problems were handled as they arose with little thought given to preventive planning. For example, it was most difficult to obtain physicals on the children as they enrolled in NICE.

During the life of NICE, the role of mother has taken on new dimensions. Mothers have become more aware of physical precautions that should be taken with young children; of kinds of playthings a child needs; of what to expect behaviorally from a two, three, four, five, or six-year-old. They learned to see each child as an individual rather than the "baby" or as just one of the brood.

Most of the participants in NICE became much more active as a result of the project. They found themselves doing things in company with other mothers and staff, and as a result they acquired considerable skill in group membership and leadership. All but nine opened their homes to group meetings. Nearly two thirds of the group learned how to accept major leadership roles during the life of the project; i.e., serving on a committee, sponsoring a fund-raising event, developing curriculum materials, being an officer in PAC or CCFC, becoming a member of the staff in an assisting role, helping other parents to meet their responsibilities.

During exit interviews most of the mothers indicated an increased enjoyment of life because of NICE. They enjoyed their children more, found more interest in their own lives. They expressed concern for people in general; i.e., crowding, the results of redevelopment in the Western Addition, and problems of rearing children in the city. More understanding of how one becomes a change-agent in a complex urban community was expressed by many parents. They talked about what they could do about the filth in the streets, the broken glass in playgrounds, the need for a Black Culture Center to give recognition to the Blacks in the community as the Japanese Culture Center does for that micro-culture. They talked about ways that they could become active in their children's education as they entered public school.

These four qualities--understanding one's role as mother, being more active, enjoying life more, and seeing oneself as a change-agent --are all indicators of positive mental health.

Communicating

For nearly all participants, NICE opened new worlds. During the three years of the project communication became more extensive and included a broader variety of topics. For example, NICE families needed to communicate about such areas of interest as:

What are the dangers of infectious hepatitis?

What can we do about making our schools more integrated, more person-oriented?

Why do children have to stand still or "freeze" on the playground when the whistle blows?

How do I know whether I am prejudiced or not?

What do you mean by cognition?

Should we be worried about use of drugs since our children are so young?

What do you see around you that could be made into a toy for a child?

Did your child enjoy the Nutcracker Suite Ballet? Did you like it?

Shall we go to the Pumpkin Patch to get pumpkins for Halloween?

Can your new baby use my old crib?

Now that I have my GED, how can I get into college?

An examination of these and like topics indicates the many new worlds opened for exploration.

Social Techniques

The families became a group because of the social techniques they learned. Parents expressed attitudes in those areas of critical importance to the project as they became a part of NICE. Staff listened carefully, observed, and accepted unconditionally the individual with all of his attitudes--some of which were of great concern to staff. As staff came to know the parents and parents the staff, they were able to introduce into the conversation comments, for example, about an attitude toward child rearing. This tied in with the parents' attitude and yet suggested a change. The staff's functioning on this concept of "cognitive dissonance" (Festinger, 45) enabled parents to change many of their attitudes. It should be noted that this technique resulted in staff change.

A closely related technique used was timing. It requires time to hear a dissonant idea and to accept it even as a possibility. A relationship has to be developed that has considerable trust in it. Three years of time gave parents ample opportunity to observe dissonant (from their points of view) ways of handling behavior. As they made these observations, many questions were asked. Thus not only trust but the beginning of openness and an appreciation of difference developed. The task of the first year of the nursery schools was cultivating a climate for trust.

A third technique consciously used was to develop a kind of functioning within the group that made members interdependent. They depended upon each other for car pooling, for disseminating information, for helping their children have enough adults in the program, for adding variety to the program and their lives. As the project progressed, they became interdependent for good times, for companionship, for advice and counsel. As teachers needed more time for staff meetings and record keeping, the operation of the schools depended upon parents. Parents were needed and they knew it. Their efforts were genuinely appreciated and it made them feel good knowing this. This is a significant underpinning for successful parent involvement.

The premium was placed on communicating. There was time for visiting and it was encouraged by the arrangement of the facilities. Three other qualities should be noted. Communication was not restricted to areas connected with children or the nursery school. Individual's hobbies, preferences, problems were freely discussed. Communication was not restricted to school. Just as parents came to school, teachers went to homes on a regular basis. Finally, on the staff were several people who were trained to listen sensitively and respond in like manner.

Group dynamics techniques were used to cement the group and the staff. Participation flow charts of staff and parents meetings were kept and discussed as well as sociometric diagrams of children's play patterns. Role playing was used as a means of opening feelings and developing insight into another person. The live-in sensitivity training for the staff launched the project. All of these techniques increased the understanding of staff and parents about how groups function. The basic concept developed in NICE was that a dynamic group is one in which each individual retains his identify and has freedom to utilize it in his own unique way. This group gained its strength from the diversity of its members and the manner in which this diversity was woven together in complimentary relationships for the goals of the group. In NICE each person was seen as an individual--not as a faceless member of the poor, the Blacks, the middle-class, or the AFDC recipients.

Teachers in Many Roles

Teachers in NICE demonstrated that although it was hard on them, they were competent in functioning as counselors, researchers, chauffers, social workers, friends and confidants as well as teachers. They performed their roles in such exemplary and enthusiastic ways that they made a case for trusting teachers to function in such a multi-role capacity. Asking teachers to take such high risks required a back-up staff to give support and encouragement at the time it was needed. If one really believes in a holistic approach, compartmentalization is a counter-force.

Some Unfulfilled Hopes

NICE was very big. This meant that many good intentions had to remain dormant. Since the conclusion of the project, some parents and staff have said, "If only we could do it all over again, knowing what we know now!"

Some suggestions that have been made are:

1. Continuing sensitivity training for the staff so that the intensive work being done with parents might be illuminated by the sensitivity sessions. If this were to occur, staff would need to be employed with this commitment known by all.
2. The community should be intimately involved in planning and implementing the project from the beginning. For example, if the public housing people had planned their own playhouse, they probably would not have burned it down.

3. The data kept on a daily basis about parents should have been more precise.

4. Intermittent reminders about the philosophical structure would have been helpful.

5. One person in each school responsible for coordinating the data from that school would have facilitated the systematic acquisition of child and family data.

Not Enough Time

Five years seemed a long time in 1965. It was not enough time to achieve the broader purposes of affecting the Western Addition in positive ways. The families showed great progress toward fulfilling the goals of the project. With another five years, they would have been activated politically in the wider community. One hope was to start a cooperative so that more of the money of the Western Addition would stay there to benefit the community and so that the information needed by consumers would have added meaning.

The major disappointment has been the inability to follow the children and their families for another five years so that some of the hypotheses held regarding the permanence of behavioral changes in both children and families might be examined.

Frozen Perceptions

One of the most difficult aspects of the project was that of changing "frozen perceptions." This characteristic of humans to form a perception for a person or an event and to keep it unchanged as people and events change functioned with many participants, both staff and parents. Staff developed perceptions of certain parents and unconsciously encouraged the "self-fulfilling prophecy" to operate. One factor that impeded parental involvement was premature closure in catagorizing a parent as "good" or "bad". Parents developed perceptions of certain staff members or other parents and the "self-fulfilling prophecy" was at work again. Researchers were seen by some as threatening people in spite of the personalities of specific researchers. Directors were seen as withholding information since this characteristic matched a "picture in the head" that people had about administrators. The process of changing frozen perceptions takes time also. The sensitivity training helped the staff to develop more open perceptions of each other but it was most difficult to transfer this learning from one situation to another.

Replication of NICE

Can NICE be replicated? This question has been asked and continues to be asked even as this is written. NICE can never be replicated as it happened in the Western Addition at a particular time, with a particular staff, and with a particular group of people. The replication of any holistic approach is an illusory concept, for so much depends upon the people who participate in it.

The concepts of NICE can be replicated. The model is one that utilizes an approach to problem solving that a considerable portion of behavioral scientists espouse. The circumstances that seem necessary for successful replication of a like project with similar purposes follow:

1. The replication must occur in an actual community and the sample must approximate the composition of that community. It can not be replicated in a laboratory setting and keep its identity and integrity.

2. The leadership for a replication must have abiding faith in the potential of man to learn, to adjust, to care, to expand, and to deepen his interests and abilities - in short the leadership must be oriented toward an optimistic view of mankind even in the face of the great odds in today's world.
3. The replication must demonstrate a holistic approach to the solution of a community problem even at the expense of "research elegance" with its inflexible control and measurement requirements currently in vogue.
4. The replication must accept as its focus some area of endeavor which has the potential for becoming a superordinate goal. This is essential to break through the communication barriers that exist among micro-cultures.
5. The replication must allow enough time for change to come as a result of altered motivations and perceptions. If the change does not grow from the inside out, it will not be permanent nor effective. It will tend to be limited to an initiation of something which may be only a gimmick. NICE had five years. Ten years would be much more realistic.
6. The replication must provide enough resources that participants may be supported as they struggle to become more self-actualizing. During the first year NICE was limited in personnel resources having only teaching and research staff. During the second year employment of a psychiatric social

worker made possible by a supplementary budget helped considerably, but additional resources were still needed. For example, a community aide could have expanded the influence of the project to the larger community; health personnel could have helped parents to become more knowledgeable in the areas of nutrition, family planning, dental hygiene; a part-time speech therapist could have enabled some of the children to make faster progress in overcoming speech difficulties.

7. The replication must expect to give participants the training necessary to continue to grow in ways that they have chosen. The leadership must be astute in matching training opportunities with expressed or covert desires to achieve more skill.
8. The replication depends upon a staff who are willing to be totally committed to a job that becomes a way of life.

Yes, the essential principles of NICE can be replicated. Portions of it are being adapted and used in Head Start in California, Nevada, Arizona, Utah, Alaska, Micronesia, and in Hawaii. The Home Task program has been accepted by many groups in the country. A number of groups have ventured into accepting two-year-olds into nursery school as a result of the successful NICE experience. The Swimming Program, developed as a means of helping urban children find inexpensive and satisfying recreation, has been undertaken by other groups.

It is impossible to assess the long-range effects of NICE. Many visitors report the help received in observing this demonstration project as they have initiated similar programs in their areas. The NICE project has served as a pebble causing ever-broadening concentric circles of influence which have become more powerful as they have expanded into wider realms of concern.

Meaning of NICE

NICE was an experience in the way John Dewey defines an experience. It was something to be remembered; something that had a unique meaning that will stay with one all of the rest of one's life and extensively change the feelings that are brought to other situations.

As in all else, individuals took different meanings from NICE.

> I think the biggest thing from my point of view is that very adept and strong way that many, many people have become strongly involved in the whole thing.
>
> . . . .
>
> I think the PAC--the way it all started and how I participated from the beginning and knowing how well Willie conducts the meetings, her whole personality and what it stands for, what it's doing.
>
> . . . .
>
> The thing that impressed me the most was the quality of the staff at all three schools and their ability. I was delighted to watch Joane work with the kids, it really always impressed me very much.
>
> . . . .
>
> I can sort of think about those classes we had, where people be talking about how they grew up and what happened to them, their ways, and I sort of look at a lot of people and say 'Yes, that's how come you are like you are and you grew up'. That helps. I mean that really helps a lot, not just saying for nursery school, but that just helps knowing a lot of people in general.
>
> . . . .

I was surprised to even see her because I think she was--she was busy, working on this project and I hadn't seen her since fall. We're having coffee in the kitchen and all of a sudden the door opened and there she was. She came over and kissed me. I was really surprised, you know. And I had a feeling just then that it was really a down-to-earth thing we had, you know. It was something that you really would miss when it was over.

. . . .

The thing that stands out to me the most is the training classes that we had. Next would be the picnics and just looking at my children every day remind me of NICE, you know, get up in the morning, start fussing about what they're going to wear and so--well it just seems that they do, every day, remind me of NICE.

APPENDIX A

OCCUPATIONS

SCORE

1. Professionals and proprietors of large businesses
2. Semi-professionals and smaller officials of large businesses
3. Clerks and kindred workers
4. Skilled workers
5. Proprietors of very small businesses
6. Semi-skilled workers
7. Unskilled workers

SOURCE OF INCOME

1. Inherited wealth. Family whose main source of income is money made in previous generations and passed on. The implication here is that the money has been in the family for a few generations.

2. Earned wealth. This category includes those who in their own right have earned enough money to enable them to retire. In America we place a high prestige rating on the ability of a man to cease money-making activities and live on income derived from the amassing of wealth. Here, too, are the "coupon-clippers." This group does not include those on old-age pensions, etc.

3. Profits and fees. As the words imply, this group includes professional men who derive their income from fees for services, business owners who garner profits from sale of goods, and writers and composers who receive royalties.

4. Salary. Persons in this group receive income regularly on a yearly or monthly basis. Also included here are those who earn a commission type of salary.

5. Wages. This category differs from the one above in that wages are usually determined on an hourly basis and paid weekly.

APPENDIX A

6. Private relief. This group includes those persons who are "broke" and who receive aid from family or friends. Other sources included here are churches, associations, lodges, etc., which do not reveal the names of those receiving aid.

7. Public relief. This includes those receiving government aid or aid from semi-Public sources which reveal the names of those receiving help. Also included here, however, are the non-respectable sources of income such as money made from prostitution, gambling and bootlegging.

APPENDIX A

HOUSE TYPE

SCORE

1. Excellent houses. In this group are only those homes which are in top shape. There will be much ground around the houses and all well-cared for. An air of ostentation with respect to size, style, and general condition exists. The houses are much larger than needed.

2. Very good houses. Simply enough, this group includes the houses which don't measure up to the homes in the first group. Still, an air of ostentation with respect to size, style, and general condition exists although to a much smaller degree. The houses are still somewhat larger than utility demands. Often, these homes are newer than those in the first category.

3. Good houses. Houses in this category are only slightly larger then the needs of those living there and often not even that. They are more conventional and almost completely lack signs of ostentation.

4. Average houses. These are conventional one-and-a-half story to two story frame or brick single-family dwellings. Often there are lawns, but not landscaped as in the first groups.

5. Fair houses. Here we find houses similar to those in group 4, but not in good condition. Also included here, however, are those very small houses in good shape.

6. Poor houses. Here, the prime factor to consider is the condition of the house. In this group are those dwellings which are in a state of disrepair which is barely possible of mending but which probably will not be done.

7. Very poor houses. The buildings here have deteriorated to the point that they cannot be repaired. Halls and yards especially show the erosive effects. There is also usually a lot of debris littering up the house and its surroundings.

APPENDIX A

EDUCATIONAL ATTAINMENT*

1. Completed appropriate graduate work for a recognized profession at highest level; graduate of a generally recognized, high status, four-year college.

2. Graduate from a four-year college, university, or professional school with a recognized bachelor's degree, including four-year teacher colleges.

3. Attended college or university for two or more years; junior college graduate; teacher education from a normal school; R.N. from a nursing school.

4. Graduate from high school or completed equivalent secondary education; includes various kinds of "post-high" business education or trade school study.

5. Attended high school, completed grade nine, but did not graduate from high school; for persons born prior to 1900, grade eight completed.

6. Completed grade eight but did not attend beyond grade nine; for persons born prior to 1900, grades four to seven would be equivalent.

7. Left elementary or junior high school before completing grade eight; for persons born prior to 1900, no education or attendance to grade three.

* Actual education attained probably is not as important as the education a person is reputed to have. The same scale is used to rate aspiration.

APPENDIX B

What is NICE?

by Mary Lane
Director of the NICE Project

What is NICE? I suppose your answer depends on who you are. People differ so much that I cannot sit in my office on Holloway Avenue and pretend to know what NICE may mean to you and you and you.

NICE may be a friendly, challenging place to leave your two and one-half year old while you take care of all those urgent errands. NICE may be a place for you to drop in and have a cup of coffee and a visit with some of your neighbors or your child's teacher. NICE may be a place for you to find some other people who have interests like yours, such as sewing or using art materials. NICE may be a place for you to learn some helpful ways to handle the problems that come with raising children in a city. NICE may be a place for you and other NICE families to learn how to get things done that need to be done in the Western Addition, such as more recreation for teenagers. NICE is a place for you to do something for the nursery schools. We need the help of all of you.

We believe NICE is all of these things, for the project's major goal is to give the people living in the Western Addition opportunities to come to know and to appreciate each other. Since all of the sixty-five families involved in the project have small children, we have like concerns and interests. As we work together throughout the three years, we hope to learn how to live together with greater love and understanding of each other.

APPENDIX C

Outline for Assessments

(Remember this is a summation of five months)

I. Family

1. What do you know about family routines, health, ways of meeting crises?
2. What do you know about employment stability, recreation patterns, friendships?
3. Describe the kind of participation and involvement of family members in the nursery school. (Include siblings or anyone else who has a continuing relationship with family.)
4. How active is this family (detail by members) in the neighborhood or larger community? We are specifically interested in cross-cultural involvement.
5. How is this child seen by his mother, by his father?
6. How would you describe the personal resources of this family? (Intelligence, academic achievement, social competence.)
7. What do you know about the goals of this family for themselves and their children?
8. How would you describe the mental health of this family?
9. What change (if any) have you perceived in any of the members of the family?
10. Are there any special services or helps that this family needs: counseling, tutorial, personal needs?

II. Child

1. What have you learned about the child's health and stamina: nutrition, colds, sleeping habits, special problems?
2. How would you describe this child's participation in the nursery school: social, emotional, intellectual?
3. How would you describe this child's inner resources: need for adults, for peers, for special play objects?
4. What special problems does this child pose for you?
5. What changes have you seen in this child since school started?
6. What kind of individualized program does this child need?

APPENDIX D

Time Line of Staff Business

1966-1967

September 14	Memo to staff re: Health and Accident forms, Equipment List, Parent Permission Slips.
September 18	School Calendar and Staff for each school (sent home). Staff met with Counseling Department to discuss having counselors train in NICE schools.
September 21	Conference with one staff member (X) who was excessively late or absent.
September 21	Staff Agenda a. What can we do to provide program for siblings? b. Parental involvement c. Parent's values and change
September 28	Staff meeting on parental involvement
October 17	Staff Agenda a. Log Books introduced b. Discussion of Research Instruments - Testing begins c. Renovation problems
October 26	Staff Agenda a. Vandalism at School A site b. Need for speech therapy for one child
October 27	Second conference with staff member (X) about lack of follow through on the job.
November 9	Staff Agenda a. Policy on Parent Information re: test results b. Renovation problems c. Introduction of school counselor from SFSC
November 16	Staff Agenda a. Planning for Open House b. Introduction of student teachers from SFSC c. Need for sewing group at School A d. Attitudes toward parental discipline in school.

Time Lines

APPENDIX D

November 20	Discussed feelings of parents of School A with Head Teacher.
December 2	Staff Agenda a. Confer with West Side Health Center personnel
December 14	Staff Christmas Party Decided to alternate business and process oriented meetings.
January 4	Staff Agenda a. Assessment Goals of Growth to Date b. Health concerns: sickle cell anemia nutrition, sleep c. Tutorial help needed by older siblings d. Research concerns e. Special problems in individual schools
January 11	Staff Agenda a. Research concerns
January 18	Staff Agenda a. Process observation and feed-back
January 20	Third meeting with Head Teacher to discuss her role in feelings at School A
January 25	Staff Agenda a. Discussion of one assessment for purpose of learning how to make an assessment
February 7	Termination of one teacher with NICE because of failure to do the work
February 8	Staff Agenda a. Students assigned to Project second semester (25) b. Presentation and adaptation of Operational Procedures
February 10	Gave Head Teacher at School A a month's leave
February 15	Staff Agenda a. Newsletter b. Participation in Innovation Fair c. Cooperation with Home Economics Department of SFSC d. Budget e. Use of photography in schools f. Discussion of possibility of sickle cell anemia tests

APPENDIX D

Time Lines

February 26	Resignation of Head Teacher, School A
February 27	Staff Agenda a. Introduction of Mental Health Consultant b. Established dates for Sickle Cell Tests
March 3	Staff Agenda a. Establishing summer calendar b. Policy about admitting younger siblings c. Finalizing plans for Sickle Cell tests
March 27	One of the students walking children to school was raped in elevator of Public Housing
March 27	Staff Agenda a. Discussion of raping incident with Mental Health Consultant
April 5	Staff Agenda a. Receipt of supplementary grant for social worker and some graduate assistants b. Student teacher supervision c. Arrangements for Sickle Cell Tests d. Arrangements for video taping
April 10	Met with individual staffs
April 19	Staff Agenda a. Assessment of Sickle Cell Test Procedure b. Newsletter c. Planning for remainder of year d. Reminder of confidentiality of data e. Parent-teacher conference f. Arrangement to meet with Police Human Relations Committee as result of attack on one parent
April 20	Met with individual staffs
April 24	Memo to staff from research associate re: "Data Collection and Intervention Process"
April 27	All day staff meeting a. Compensation for part-time staff b. Overview of budget

	c. Summer plans d. Community involvement e. Plans for next year
May 9	Memo to staff on need for meetings with each school
May 14	Staff and some parents met with Police Human Relations Committee
May 16	Staff Agenda a. Plans to employ mothers for summer schools b. Communicating with public schools c. Report on meeting with Medical Consultant for Head Start
May 23	Staff Agenda a. Consultant from School Committee on Public Education (SCOPE) helping on ways to establish relations with the public schools
May 24	Met with social worker and his wife (Head Teacher, School C) to discuss their roles in NICE
June 14	Memo to staff about summer plans
June 14	Staff Agenda a. Introduction of social worker as new member of staff b. Assessment of Parent-Teacher Conferences c. Helping "mother employees" as they begin teaching d. Plans for Summer picnic e. Summer plans
June 21	Staff Agenda a. Discussion of video taping in schools b. Role of mental health consultant c. Brochure describing NICE
June 30	Staff Agenda a. Report from social worker b. Presentation and discussion of one child and his family as a learning experience c. Report on research

Time Lines

APPENDIX D

July 7	Staff Agenda a. Deepening parental involvement especially father involvement and working mothers b. Introduction of home task idea c. Film Festival
July 14	Staff Agenda a. Public school relationships b. Parents helping one day a week as staff meets
July 16	NICE Picnic
July 16-31	Individual staff conferences
July 24-August 4	In-service Training a. Finishing records for year b. Evaluating year's work c. Designing a developmental curriculum for three-year olds d. Discussing other activities for second year of NICE
1967-1968	
September 6-8	Staff conference with each school
September 13	Memo to staff from Research Associate re: "Highlights of Research Activities Fall 1967-Summer 1968"
September 30	Staff Agenda a. Planning for Film Festival b. Use of SFSC students in tutoring and "sib" programs c. Planning for Public Education Committee works d. Participation in NAEYC national meeting
September 30	Form distributed to staff to record parent participation
October 6	Staff Agenda a. Presentation of Food Project by two staff members b. Briefing on recording data for Home Tasks c. Beginning of Home Tasks

Time Lines

APPENDIX D

October 16	Brochure on NICE distributed to parents
October 20	(1) Staff Agenda a. Community Outreach of NICE b. Discussion with Head Teachers on supervision skills c. Workshop on Crisis Intervention (2) Night meeting to discuss our relationship with public schools (3) Beginning of work with SFSC Speech Department to assess speech of NICE children
October 27	Staff Agenda a. Work on research b. Role-playing, Parent-Teacher conference
November 4	Development by Public Education Committee (Parents) of Observation Guide to use in visiting public schools
November 17 & December 1	Individual school staff meetings with Central staff rotating to each one. Discussed work problems with one of assistant teachers (School A). Assistant Teacher at School C resigned
November 20	Staff Agenda a. Planning for visiting schools b. Evaluation of Experienced Teaching Fellows
January 5	Staff Agenda a. Distribution of Film Festival Questionnaire b. Discussion of Public Education Meeting January 19 c. Report from Speech Therapist d. Discussion of Parent Training Course e. Discussion of need to involve more parents in program f. Transportation problems
January 29	Memo to staff about assessments
February 10	Memo to staff from Data Department re: Mid-Project Assessments
February 20	Communication to staff from Director on Black-White feelings

APPENDIX D

Time Lines

March 12	Memo to staff outlining individual and group schedules for several weeks
March 12	Parent meeting called by School B staff
March 15	Individual School staff meetings
April 19	Staff Agenda a. Summer staff needs b. Film Festival c. Parent Advisory Council - formation of d. Parent-Teacher Conferences
April 29	Parent meeting called by School B staff
May 3	Staff Agenda a. Planning for summer program and summer schedule b. Developing a plan for selecting teenagers who will assist in program c. Discussion of Parent Advisory Council (recently formed) d. Parent-Teacher Conferences e. School Visitations
May 17	Proposal sent to staff from Swimming Program Committee for swimming program
May 24	Individual school staff meeting
May 31	Staff Party
June 18	Meeting of NICE staff and parents to discuss "After NICE What?"
June 23	Annual Picnic
August 26-September 6	In-service Training and Planning for Third Year of NICE. Development of Program Plans for 1968-1969

1968-1969 Third Year

September 27	Staff Agenda a. Discussion of how to attend to four year-olds and still service two-year olds b. Swimming during school year c. Use of SFSC students
September 30	Meeting of Head Teachers

Time Lines APPENDIX D

October 4	Staff Agenda a. Credit course for parents b. Meetings for working mothers c. PAC to help in involving non-involved parents d. Role of ExTF and parents in school
October 8	Letter suggesting schools be open one Saturday for Dad's and working Mother's to visit
October 18	Staff Agenda a. Discussion of curriculum goals: (1) boys; (2) cross cultural b. Visit of Jr. High School and to schools c. Participation in planning for White House Conference on Children and Youth d. Second year of Home Tasks
November 1	Staff Agenda a. Discussion of cross-cultural curriculum by staff and parent representation b. Community awareness program c. Planning for high school equivalency tutoring
November 3	Father and Son outing sponsored by Male teachers
November 15	Staff Agenda a. Report on NAEYC Conference b. Site visit c. Discussion of cross-cultural curriculum with parent representatives
November 22	Staff Agenda a. Continuation of discussion of cross-cultural curriculum with parents b. PAC c. Parent training
December 5	Potluck Dinner of Staff and PAC
January 6	Memo to staff about plans for January Staff works on cross-cultural curriculum

APPENDIX D

Time Lines

January 10	Staff Agenda a. Participation in Battered Child Symposium b. Report on Education in the Black Community Conference c. Parent Day on Sunday, January 26 d. Development of two Parent Training Courses--one in day time and one at night for working parents
January 18	Staff Agenda a. Suggestion for Cross-Cultural Calendar b. Black Culture series c. Public School visitation
January 21	Memo to staff from Research Department requesting administration of Goodenough-Harris Drawing Test
February 8	Staff Agenda a. Possible funding for a Family Center b. Report on Parent Day in schools c. PAC developments d. Consideration of forming a non-profit corporation
February 14	Staff Agenda a. Site visit report b. Discussion of special curriculum areas: mathematics, science c. Incorporation of Family Center
February 28	Staff Agenda a. Assessing readiness of NICE children for kindergarten and helping them with known deficits
March 7	Individual school staff meetings - to develop individual goals for each child before NICE is over.
March 14	Staff Agenda a. Search for space for Family Center: YWCA a possibility b. Analysis of one child and his family - case presentation

Time Lines APPENDIX D

March 21	Staff Agenda a. Participation in Head Start Conference by NICE personnel b. Fund-raising for Family Center c. Case presentation of two children needing special help d. Visiting kindergartens
April 18	Staff Agenda a. Swimming b. Staffing for summer c. Visits of NICE children to kindergartens d. Beginning discussions with Unitarian Church for space for Family Center
April 25	Staff Agenda a. Enrollment of NICE children in kindergarten b. Parent-Teacher conferences c. Fund raising d. Visit by San Jose Head Start e. Exchange visit with Millbrae Coop.
May 9	Staff Agenda a. Summer planning b. Swimming
June 6	Staff Agenda a. Preparation for end of NICE and beginning of kindergarten b. Camperships
June 16	Memo to staff from research department on Final Research Data
June 18	Staff Agenda a. Testing for end of Project b. Preparation for psychological separation c. Developing some "kindergarten behaviors" such as lining up, sitting still, etc. d. Meredian West Concert
June 25	Staff Agenda a. Annual picnic

APPENDIX E

SUMMARY OF PROGRAM IDEAS DISCUSSED FOR IMPLEMENTATION (1967-68)

1. We need to have weekly staff meetings at each school to structure systematically the program activities of the coming week so that:
   a. There is a developmental sequence of program;
   b. Individual needs of each child are accounted for in the program;
   c. The program grows and changes with the children.

2. Emphasis on self-help in routines
   a. Care of clothing
   b. Preparation and clean-up at snack time
   c. Passing and taking food
   d. Serving oneself
   e. Waiting on oneself
   f. Helping with clean-up; putting away toys, blocks, etc.

3. Emphasis on self-help in relationships

4. Language development and internalizing the thinking processes that accompany language:
   a. Labelling
   b. Seriation
   c. Sequence
   d. If...then
   e. What if?
   f. Not this, then...?
   g. Patterning
   h. Concept formation: size, shape, color, number, et al
   i. Expatiation

5. Arrangement of materials for:
   a. Availability
   b. Variety
   c. Aesthetic quality in use of space
   d. Use of accessories in play. "Predictability promotes security; Variety promotes curiosity; Surprise stimulates awareness." What is our balance among these three?

APPENDIX E

6. Emphasize problem-solving in materials, equipment, and activities;

    a. Pipes, nuts, bolts
    b. Blocks-tremendous potential
    c. Locks
    d. Carpentry
    e. Electric gadgets
    f. Mastery of rough terrain
    g. Mastery of body in space
    h. Transformation processes: air-wind; water-steam, ice; osmosis-celery and colored water (red); food-cooking changes, nature of
    i. Growth processes: plants, animals, children themselves, photographic record of them and their work

7. Grouping children for specific purposes

    a. Interest
    b. Ability
    c. Sex
    d. Temperament
    e. Size

8. Individual or small group activities as special projects in which adults are used more creatively.

    a. Walking with an adult
    b. Cooking experiences
    c. Sharing hobbies, interests, or special objects that one prizes
    d. Sensory development: Sound boxes, smell boxes, touch boxes, taste experiences

9. Systematic record keeping of experiences of each child.

APPENDIX F

A PARTIAL LIST OF THESES PERTAINING TO THE NICE PROJECT

Armell, Nancy	*A Study of Factors Which Affect Maternal Teaching Styles*
Brady, Beverly Duval	*Nursery School Teacher and Parent Group Perceptions in Film Choices*, June 1969
Burnes, Bernice Bonsignor	*An Assessment of Disadvantaged Mothers Prior to Their Children's Entrance to Preschool*, August 1969
Davis, Claretha	*Helping Culturally Disadvantaged Parents Improve the Language Development of Their Young Children*
Dumas, Terrence	*Does the Block Child-Rearing Practices Report Predict the Classroom Behavior of Pre-School Teachers?*
French, Gerald Dean	*Racial Self-Perception in the Black Child: A Factor of Self-Concept and an Indicator of Social Competency*, August 1969
Glenn, Jessie Floretta	*Environmental Determinants of the Self-Concept of Children*, August 1969
Gustafson, Susan	*Verbal Ability of Preschool Children With Special Language Needs*, June 1968
Hills, Dorothy	*A Study of Selected Aspects of Teacher Behavior and Parent Involvement in an Inner City Nursery School Project*
Issacs, Susan C.	*The Preparation of a Kinescope Designed to Illustrate the Process of Eliciting Stories From Preschool Children as a Tool For Enhancing Language Skills*, July 1969

APPENDIX F

Jorgenson, Nancy	How Environmental Factors Influence the Creative Potential of the Preschool Child, February 1971
Knighten, Mattie and Rice, June	A Self Concept Study of the Participants in the Nurseries in Cross-Cultural Education, June 1969
Lewis, Mary S.	Development of an Intake Interview Schedule, August 1966
Logan, Judy	Race Awareness in the Preschool Child, June 1969
Moody, Henrietta	The Male Teacher in the Preschool Program for Culturally Disadvantaged Children
Moran, Sister James Anne	An Examination of the Need for Family-Centered Nursery Schools for Culturally Disadvantaged Children, August 1968
Neaves, Kathleen Judith	The Relationship Between Nursery School Head Teachers' Attitudes Towards Leadership and Their Actual Leadership Behavior as Assessed By Their Professional Subordinate Staff Members, August 1969
Nelson, Clara O.	Methods Used By Teachers to Promote Social and Emotional Growth in Nursery School Children, July 1967
Newman, Kathryn Leah	An Investigation of the Effects of Cultural Differences in Relation to Preschool Dependency Behavior in a Cross-Cultural Nursery School, May 1967
Perkins, Marthalou S.	An Assessment of an Early Intervention Approach With Young Children, August 1969
Tilghman, Ruth MacKenzie	Pre-School Teachers' Knowledge of Sex, Their Attitudes Toward Sex, and Their Pre-School Sex Education Programs, August 1969

APPENDIX G

Record of Teacher-Initiated Activities for Sequential Development

Date__________

Activity	General Objective	Specific Goals	Parent Involvement	Outcomes
Labelling	1. Cognitive Development Discrimination	1.1 Identify label with object 1.2 Develop awareness of a gestalt 1.3 Stimulate perceiving changes in environment	1.1 Suggest labels 1.2 Help make labels 1.3 Use labels at home	1.1 __,___,___, noticed labels, asked for them to be read 1.2 __,___,___, tore down labels 1.3 Remainder seemed not to notice

SAMPLE APPENDIX H Week of ____________________

Weekly Record of Participation in Teacher-Initiated, or Sequential Development Activities

ter	Art	Music	Language	Science	Math	Fantasy	Motor	Trips	Special Act
k	1,2,3	1	1		4		5	2	
	1.Finger Pt. 2.Collage 3.Finger Pt. 4.Wood Scp.	1.Dance 2.Singing 3.Dance	1.Story tell 2.Flannel Bd. 3.Reading	1.Feeding G.P. 2.Dis Shells	1.Puzzles 2.String Beads 3.Counting 4.Piaget Ex.	1.Creating Story, Dance 2.Hou.Kp. Corner	1.Climbing 2.Running game 3.Balance Bd. 4.Jumping 5.Trike game	1.Walk around block 2.Cut tree	1.Played Guita 2. Visit teache

APPENDIX I

Organization of One Class to Meet Individual Needs and Interests

Small Groups

1.	Large muscle development:	) John	
	Climbing	) Carl	
	Swings	) Veronica	
	Trikes	) Janie	
2.	Fine motor coordination:	) Albert	
	Puzzles	) George	
	Peg Boards	) Jonathan	
	Table Games	) Susan	
	Block Building	) Virginia	
		3a	3b
3.	Advanced curriculum:	) Nellie	Mary
	Cuissenaire rods - math	) Clare	David
	Writing stories - lang. & read.	) Bonnie	Judy
	Sorting; classifying	) Wendy	Peter
4.	Social development:	) Robert	
	Sharing	) Lewis	
	Fantasy	) Helena	
	Taking Turns	) Joel	

9:00 - 9:30

Gr. 1	Teacher A outdoors
Gr. 2	Teacher B
Gen. Sup.	Teacher C & D

9:30 - 10:00

Gr. 3a	Teacher A
Gr. 3b	Teacher C
Gen. Sup.	Teacher B & D

10:00 - 10:30

Juice - 4 tables

10:30 - 11:00

Gr. 4	Teacher D
Gen. Sup.	Teachers A,B,C

11:00 - 12:00

Everyone choosing what he wants to do. All teachers assigned on floor to handle various aspects of the program.

APPENDIX J

PROGRAM PLANS FOR 1968 - 1969

Major Goals

1. To know who we are:

    a. As boys and girls (sex differentiation)
    b. As members of a group (race, nation)
    c. As individuals (To know one's own strengths and weaknesses, likes and dislikes, and to accept oneself)

    This has been a continuing goal, but now that the children are older, more can be done to emphasize boy activities as different from girl activities, to help in sex identification, to expose children to heroes of my own group and to develop pride in myself as a Black, Oriental, or Caucasian

2. To develop social competency. These are the skills necessary for getting along in the home, in the neighborhood, and in the school

3. To expand the physical and social experiences of children

    We see at least three ways that we can work on this goal:

    a. Through well-planned trips designed to help children see parts of the city unknown to them (Boat, train, walking, auto). To see daddies and perhaps mommies at work
    b. Through tasting different foods unfamiliar to them
    c. Through dramatic play (fantasy)

4. To help each child develop his potential for reading readiness by:

    a. Learning to tell stories
    b. Locating oneself in space (Directionality and Laterality)
    c. Learning to listen
    d. Developing eye-hand coordination
    e. Developing a kinesthetic sense
    f. Keeping alive enjoyment of books
    g. Encouraging child to see relationships between reading and writing

APPENDIX J

5. To help each child to develop mathematical concepts by:
    a. Differentiating number, size, shape, weight
    b. Recognizing that objects have properties
    c. Recognizing that objects can be divided - and learning parts
    d. Recognizing relationships between objects
    e. Becoming familiar with time concepts

6. To develop science concepts by:
    a. Encouraging wonder, questions
    b. Experiencing processes of change
    c. Developing scientific method
    d. Using all senses
    e. Relating mathematical skills to science
    f. Differentiating between real objects and pictures of objects

7. To develop language facility by:
    a. Helping children to articulate more clearly
    b. Listening to others
    c. Developing categories and sub-categories
    d. Developing vocabulary
    e. Using language to settle arguments
    f. Retelling experiences
    g. Playing with words
    h. Helping children learn where to use different kinds of language

Ways to Achieve Goals

These goals cannot be achieved unless special provisions are made in the planning. We are suggesting these approaches:

1. Schedule structured activities around the goals and include these on a regular basis in the weekly planning

2. Assign certain specializations to each staff member within the school to carry out with the children

3. Ask mothers to help with specific tasks

4. Pair children to teach each other

5. Develop a set of kits for use in categorization

6. Begin a special program for two and three-year old siblings in each school to be worked out between parents and staff of each school
7. Continue Home Tasks
8. Develop a Parent Training Program for parents not in last year's session, if there is enough interest
9. Interview parents in last year's Parent Training Program to see what needs could be met with an advanced program

APPENDIX K

Time Line of Activities Showing Progression and Focus

Entities made by six month time blocks. Entry shows the first time the activity was introduced. Thereafter, activity was introduced or occurred spontaneously as a part of the program.

Year One

September to February (Two year olds)

- play dough
- dress up
- housekeeping
- bead stringing
- water play
- peg boards (large pegs-random patterning)
- short walks
- easel painting
- wheel toys
- slide
- teeter-totter
- swing
- sandbox
- spontaneous musical expression
- large truck play
- instruments
- collage
- story reading to small groups
- finger painting
- pasting
- ball playing
- use of tone bells
- auto harp
- books being checked out to take home
- cooking with small groups
- singing

March to July (Two and a half year olds)

- snap blocks introduced
- cash register
- peg board (smaller pegs-design in patterning
- large outdoor mural painting
- glueing wood
- wet chalk painting
- felt pens
- carpentry

APPENDIX K

typewriter
many science activities-pets, planted seeds, collected snails, bugs, popped corn
large circle singing (spontaneous development)
some block play
cooking more frequently in small groups
puzzles
string sculpture
fantasy play begins
more frequent and longer trips
longer attention span in special art activities
sponge painting
recording voices and listening to play back
clay

Year Two 1967-1968 (Three year olds)

September to February

sewing on hoops
lotto
singing in groups more frequently
flannel board stories
block play—more complex and longer
much more complex play in housekeeping area
card identification games
carpentry more frequent
reading in small groups
simple science experiments
dominoes-large floor size
use of scissors
tumbling-gaining control of body
longer trips
some are writing their names
use of balance scales
texture painting
use of telephone from telephone company
dancing
cuissenaire rods
made plastic disks for Christmas tree decorations
labels of objects in room introduced

March to July (Three and a half year olds)

recording dictation of children
new table games
use of prisms
sewing on burlap
number concepts
sand painting
printing
smaller dominoes

picture dictionary with small group
three dimensional collage
constructed human figure from wood, beads, nuts, and bolts
straw blowing painting
stencilling
graduated cylinders
boxing
string painting
cutting and pasting
hand puppets
swimming

Year Three - 1968-1969 (Four year olds)

September-February

sorting
color mixing
stepping blocks
book making
story writing
whitewashing wall
stringing cranberries
viewing films
cooking a dinner
feeling box
reproducing a picture in block play
hardware kit
lock board
musical instruments
learning German and Japanese songs

March to July (Four and a half year olds)

magnetic alphaboard
sand casting
candle making
writing names
learning to dial own telephone number
use of perception plaques
math sorting
concentration (card game)
children doing own clean up
gadget printing
tie-dyeing
origami
small box construction
box collage
train trip
paper mache
magnet hunt

APPENDIX K

puppetry
made their own play dough
use of calendar
visiting kindergarten with parents
big circle activity at least once a day
group discussion
introduced cognition boxes
cooking related to cultures

APPENDIX L

Characteristic Behavior Time Chart

Each line represents one month. Thus 1 is September 1966. (Children were age two)
13 is September 1967. Children were age three
25 is September 1968. Children were age four
36 is close of project. Children were age four years and nine months or older

	1	Stayed with adults, playing with few things
	2	Beginning to learn few rules and helping to remove wraps. Learning names and whose mother is who. Learning where one's cubby is.
	3	Much conflict over toys. Beginning to defend themselves
	4	Beginning to play with each other
	5	Increased physical contact among children
	6	Play is pre-planned and continues longer
	7	Wandering decreased 100%
	8	More imaginative play - increased interaction
	9	Less hitting and anxiety
	10	Some small play groups forming
	11	Learning to stay with group on trips
	12	Children come to snack and listen to story
Year Two	13	Sharing is becoming easier. More helpfulness
	14	Self-direction is tremendous. Can do more clean-up
	15	Many small groups have developed
	16	Reaching out to others around them
	17	Independent and interdependent behavior becoming more frequent
	18	Marked increase in verbalization
	19	Manage themselves easily on trips. Stay together
	20	Fantasy play very complex and intriguing to children
	21	Greater control of body
	22	Children initiating more activities
	23	Children initiating visits in each others homes - going home for lunch
	24	More cooperativeness
Year Three	25	Can dress themselves
	26	Schedule has become internalized
	27	Initiating visiting in homes
	28	Beginning of dyad friendship patterns
	29	Able to listen discriminately
	30	Able to initiate and carry out a project, such as putting on a show, on their own
	31	Able to relate to all children in group, call them by name and accept their quirks
	32	Able to participate in large group
	33	Able to speak up in group situations
	34	Learned addresses and phone numbers and directions
	35	Responsible for all clean-up after snack
	36	Concept of time-vacation, kindergarten in fall, etc.

APPENDIX M

____
Name

EVALUATION OF PARENT TRAINING

1. Following is a list of class topics. Please rank the top five.

_______ a. Opening session, introductions, organization, etc.

_______ b. Discussion of children's behavior

_______ c. Discipline

_______ d. Art Workshop - Jean Jonas

_______ e. Trapezoid - revolving window

_______ f. Art workshop - Henrietta Moody

_______ g. Music workshop - Mary Collins

_______ h. Dance workshop - Tonja Rader

_______ i. Music workshop - Doris Grant

_______ j. Trip to College

_______ k. Books - Pat, Maurine, Suzie

_______ l. Toys - Taeko, Kyoko, Joyce

_______ m. Trips - Almatine, Mattie, Frankie & Science, Mary W.

_______ n. Block Play

2. What was it about this class that you liked most?

3. What did you like least?

APPENDIX M

4. Would you like to have another training session?

   If so, what would you like to have included?

5. Which five mothers do you feel closest to in this class, or feel you know the best?

6. Which five do you feel you know least well or feel farthest from?

7. Which one would you like to know better than you do?

8. What grade do you feel you have earned from this class?

SUMMARY OF EVALUATION OF PARENT TRAINING

Spring 1968

1. Class sessions ranked among top five.
   - a. Opening session
     3 no. 1
     1 no. 2
     mentioned by 6 people
   - b. Discussion of children's behavior
     2 no. 1
     3 no. 2
     1 no. 3
     2 no. 4
     mentioned by 11 people
   - c. Discipline
     4 no. 3
     1 no. 4
     mentioned by 7 people
   - d. Jean Jonas Art Workshop
     2 no. 2
     1 no. 3
     mentioned by 3 people
   - e. Trapezoid
     3 no. 5
     mentioned by 4 people
   - f. Henrietta Moody Art Workshop
     1 no. 2
     1 no. 3
     2 no. 4
     2 no. 5
     mentioned by 7 people
   - g. Mary Collins Music Workshop
     1 no. 1
     2 no. 3
     1 no. 4
     1 no. 5
     mentioned by 5 people
   - h. Tonja Rader Dance Workshop
     3 no. 1
     3 no. 2
     2 no. 3
     1 no. 5
     mentioned by 11 people
   - i. Doris Grant Music Workshop
     1 no. 5
   - j. Trip to College
     2 no. 1
     2 no. 2
     1 no. 4
     2 no. 5
     mentioned by 8 people
   - k. Books
     3 no. 4
     mentioned by 5 people
   - l. Toys
     mentioned by 1 person
   - m. Trips
     1 no. 4
     mentioned by 2 people
   - n. Block Play
     1 no. 5

APPENDIX M

2. What was it about this class that you liked most?
   - Research and discussion 1
   - Discussion of children's behavior 4
   - Music brought me harmony of life and rhythm 2
   - Everything
   - Getting to know mothers as individuals 2
   - Learning new things 2
   - Understanding better 1
   - Exposure to materials used with children 1
   - Discussion where each mother was able to express her ideas freely and openly 6
   - How to play autoharp 1
   - Getting children interested in creative play 1
   - Selecting good books 1
   - Using what's around the house to make something useful and educational 1
   - Way class was set up 1
   - Way Mary explained things on our level
   - Group at ease 1
   - What I got out of class will always be with me 1
   - Trip to college 1
   - Freedom to ask questions 1
   - Relaxed friendliness of women toward each other 1
   - Content great but I don't think it would have succeeded without the atmosphere 1
   - Ways we could differ and change our thought 1

3. What did you like least?
   - 8 Indicated they like everything
   - 1 Regret didn't go longer
   - 1 Music and Dance
   - 1 Trip to State
   - 1 Having to miss
   - 2 Sometimes didn't have enough time to discuss what was displayed
   - 1 Some lectures did not involve listeners

4. Would you like another training session?
   - 14 Yes
   - 1 No

   What would you like included?
   - More open discussions on topics of particular interest to class members 3
   - More about children's behavior 5
   - Demonstrations 1
   - Research 1
   - Night sessions with husbands 1
   - Interests of different ages of children 1
   - How to help children 1

APPENDIX M

Discussion about older children 1
Discussion about family affairs 1
Workshops in other curriculum areas 1
Trips to college 1
Allow more time 1
Films of children 1

5. Five feel closest to in class
   Six members of the class came to know someone from one of the other schools to list as among 5 feel closest to.
   Generally you feel closest to mothers of own school regardless of race or where you live.

6. Five feel know least well
   Generally these were mothers from other schools.

7. Eight members would like to know another mother from another school better than now.

8. Grades awarded self
   2 A's
   4 B's
   5 C's
   1 D
   2 not awarded

APPENDIX N

Families in Cross-Cultural Education

The idea of establishing some type of family center as a continuation of the existing N.I.C.E. Project has been discussed in the various nursery schools.

This Questionnaire will give us an opportunity to be creative and imaginative in adding our suggestions for activities and programs. The idea that we should all keep in mind in planning this center is to create an atmosphere where we can continue to help each other and learn from each other as we have done for the past two years.

The various age categories are just a guide-line, not intended to limit participation to a given age group.

Activities

A. Ages 5, 6, and 7

(This will include your child now enrolled in the nursery school.)

I am interested in the following activities for my child:

______ Story writing

______ Story telling

______ Art Activities

______ Music Activities

______ Field Trips

APPENDIX N

______ Free Play

______ Science Program

______ A Reading Program

Other ____

B. Ages 8, 9 and 10

GIRLS

____ Cooking

____ Sewing

____ Swimming Class

____ Personal Grooming

____ Friendship Clubs

____ Sports

____ Trips

Other ____________________

BOYS

____ Cooking

____ Carpentry Shop

____ Swimming Class

____ Sports

____ Friendship Clubs

____ Trips

Others ____________________

C. Adults

I am interested in the following activities:

____ Physical fitness classes

____ Sewing

____ Knitting

____ Sports

____ Open discussion groups

____ Card playing

____ Study of Ethnic Culture

____ Consumer Education

____ Human Relations Workshop

Others ____

APPENDIX N

Participation

I can participate in the center by assisting in the following:

FATHERS

____ Big Brother type program
____ Carpentry
____ Basketball
____ Baseball
____ Fishing
____ Camping
____ Auto workshop
____ Electrical
____ Parent Council
____ Club Leader for children's groups
Other ____________________________

MOTHERS

____ Instruction in Sewing
____ Instruction in Cooking
____ Instruction in Personal Grooming
____ Field Trips
____ Art Activities
____ Club Leader
____ Parent Council
Other ______________________

TEENAGE SECTION

A. Activities

I am interested in the following:

(These would include both boys and girls.)

____ Cooking
____ Swimming
____ Trips
____ Dancing
____ Friendship clubs
____ Discussion groups
____ Club Leader for younger group
____ Community Service
____ Sports
____ Acting Workshop

APPENDIX N

GIRLS	BOYS
____ Sewing	____ Wood Workshop
____ Personal Grooming	____ Auto Workshop

B. Participation	Yes	No
Would you be interested in working in the center?	____	____
Would you be interested in a babysitting training program?	____	____
Would you be interested in a tutoring program?		
For yourself	____	____
For you to tutor others	____	____

Do you have any other suggestions for the section?

____

____

APPENDIX O

Observers: ______________________ Date: ________________________

______________________ Time: ________________________

1. What kind of things did you observe that an aide would do in this classroom?
2. Were many children left alone without any work to do or any supervision? For how long?
3. How many children in the classroom?
4. How many creative activities were actually going on?
5. Is there any freedom to choose activities and express yourself?
6. Is everything done as a total group?
7. How is discipline handled?
8. How much time are children given to do certain tasks? Is it same for all? Do most of children finish comfortably?
9. How would you describe the teacher:

Warm	Cold
Friendly	Cross, punitive
Enthusiastic	Indifferent
Calm	Harassed
Smiling	Mask-like face
Individual focus	Group focus

10. What tone of voice does teacher use?
11. How do children respond to being in this room?

APPENDIX P

HOME VISIT RATING SCALE

Item No. 1 MEETING APPOINTMENT

1. In home at appointed time
2. Late for first appointment
3. Unable to keep first appointment, but task delivered at second appointment
4. Tried, but could not deliver task (put reason on back)
5. Missed this week's task - family on vacation

Item No. 2 STATE OF THE HOME

1. Completely disorganized
2. Slightly disorganized
3. Orderly

Item No. 3 ADULTS PRESENT

1. Mother only
2. Father only
3. Both Parents
4. Other (note on other side)

Item No. 4 CHILDREN PRESENT

1. None
2. Original Nursery School child
3. N.S. Child and siblings
4. N.S. Child, siblings, and other children
5. Other (note on other side)

Item No. 5 LENGTH OF VISIT TIME

1. 0 - 10 minutes
2. 11 - 20 minutes
3. 21 - 30 minutes
4. 31 - 40 minutes
5. Beyond 40 minutes

Item No. 6 DEGREE OF ADULT ATTENTION

1. Continues previous activity (TV, ironing, phoning)

2. Visitor required to wait until activity is finished
3. Listens passively to directions
4. Gives undivided attention, asks questions

Item No. 7 PARENT'S REACTION TO VISIT

1. Antagonistic, hostile
2. Cool, mildly bothered at visit
3. No affect, tolerant
4. Cordial
5. Eagerly welcomed, visit anticipated

Item No. 8 PARENT CONTROL OF VISIT

1. Permits visitor to deliver task and give brief directions only
2. Ample time allowed for visit, but seemed to hurry visitor
3. Ample time allowed for visit, no pressure to end visit
4. Visit deliberately prolonged by parent (task related)
5. Visit deliberately prolonged by parent (non-task related)

Item No. 9 TASK DIFFICULTY LEVEL (Parent Report)

1. Too Difficult, could not do, gave up
2. Difficult, but succeeded after many trials
3. Seemed geared to his level
4. Somewhat easy, lost interest soon
5. Too easy for him

Item No. 10 FREQUENCY OF USE

1. First day only
2. Last day only
3. 2 - 3 days
4. 4 - 5 days
5. 6 - 7 days

Item No. 11 REASON FOR NOT GIVING TASK EVERY DAY

1. Forgot
2. Too busy
3. Unexpected crises (note on other side)
4. Misplaced or destroyed task
5. Other (note on other side)

APPENDIX P

Item No. 12 USE OF TASK

1. Followed directions only, put away after use, did not extend concept
2. Permitted child to experiment with task
3. Extended concept by relating it to immediate surroundings
4. Extended concept by deliberately setting up parallel situations

Item No. 13 PARENT REACTION TO TASK

1. Did not use task with the child
2. Parent disliked task
3. Neither pleased nor displeased with past tasks
4. Somewhat enthusiastic about task
5. Very enthusiastic, made comments (note on other side)

Item No. 14 CHILD REACTION TO TASK (Parent Report)

1. Refused it
2. Disliked it, but did it
3. Neither liked nor disliked the task
4. Somewhat liked
5. Liked, wanted to use it continually

Item No. 15 CONDITION OF TASK

1. Completely destroyed or lost
2. Partially destroyed, parts missing
3. Defaced (marked, torn, cut, etc.)
4. Items carelessly spread around home
5. Task completely cared for
6. Non-returnable task

APPENDIX Q

WEEKLY REPORT SCHEDULE

A. CHILD

Attendance Pattern - Health - Characteristic Mood

- Behavior in school
  - Play pattern
  - Relationship to other children
  - Relationship to own parent
  - Relationship to teachers
  - Relationship to other adults
  - Materials he interacts with

B. PARENT OR OTHER ADULT

Attendance Pattern - Health - Characteristic Mood

- Delivery and pick-up of child
- Type of participation in nursery school
- Relationship to own child
- Relationship to other children
- Relationship to teachers
- Relationship to other adults
- Materials she interacts with

C. COMMENTS

Things to watch for:

- Hunches
- Predictions
- Plans
- Feelings

Appendix R

LANGUAGE DESCRIPTION SCALE[1]

1. Voice quality and clarity of speech

The following words are listed as ones that are frequently used to describe voice quality and clarity of speech. Underline the three and only three words that you consider most characteristic of this child's voice quality and clarity of speech.

Quality

Lilting
Joyful
Whining
Tight
Strained
Enthusiastic
Loud
Harsh
Flat
Weak

Clarity

Muffled
Clear
Baby-talk
Silent
Stutters
Hesitant
Precise
Indistinct
Lucid
Pathological

2. Verbal expression of feelings

5. Expresses wide range of feelings freely and easily
4. Usually is free in expressing feelings
3. Expresses feelings reluctantly
2. Expresses only negative feelings
1. Expresses little feeling

Give one or two illustrations to validate your judgment.

3. Verbal expression of concepts and abstract thinking

a. Awareness of time

5. Uses accurately future concepts (tomorrow, next week, in a few minutes)
4. Uses future concepts inaccurately
3. Uses past concepts accurately (yesterday, last summer)
2. Uses past concepts inaccurately
1. Uses present concepts only (I do this yesterday)

b. Awareness of space

5. Understands directionality (left and right)
4. Uses space prepositions accurately (up, over, under, on, etc.)

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[1] Developed by Mary Lane, Professor of Education, San Francisco State College; Mary Lewis, Research Associate, NICE Project; Lilian Katz, Director, ERIC, University of Illinois, Urbana.

Appendix R

   3. Is learning to use space prepositions
   2. Sees relationship between an object and the space it requires
   1. Seems unaware of how to use himself and his possessions in space

c. Awareness of size and shape (Verbal)

   5. Applies verbally differentiations in size and shape
   4. Distinguishes size and shape accurately (circle, square, big, biggest)
   3. Can discriminate between sizes but not shapes
   2. Does not discriminate size or shape verbally (A ball is round)
   1. Is not aware of size or shape as concepts

d. Awareness of number

   5. Applies verbally number concepts accurately (Here are 5 balls)
   4. Applies verbally number concepts inaccurately
   3. Knows difference between one and more than one
   2. Counts
   1. Seems unaware of number as a concept

e. Awareness of cause and effect

   5. Verbalizes causes for events in a wide variety of contexts including events not experienced -- wind causes leaves to tremble
   4. Verbalizes causes for events in a narrow range of contexts -- light goes out if I turn the switch
   3. Verbalizes causes in specific instances -- blocks fall if I knock them
   2. Verbalizes causes as they affect the individual -- coat means goodbye
   1. Does not verbalize causes and effect relationships

f. Awareness of categories

   5. Verbalizes sub-categories within a category, i.e.:

planes	(jets (props (helicopters	red	(orange-red (pink (dark red

   4. Verbalizes wide range of categories including some not experienced directly
   3. Verbalizes only categories experienced first-hand
   2. Verbalizes simple categories in his own life (Mommy)
   1. Has not started to group

4. Receptiveness to Verbal Behavior

   5. Responds with enjoyment in continuity of story, song, or other listening experiences
   4. Responds routinely and for short periods to verbal experiences
   3. Responds to verbal behavior of only teacher and selected children
   2. Responds to verbal behavior of only the teacher
   1. Does not respond to verbal behavior of children or teacher

Appendix R

5. Experimentation with sound
    5. Experimentation indicates creativity and imagination
    4. Experimentation limited to imitation of others
    3. Automatic response to sound cues
    2. Limited experimentation with few sounds
    1. No experimentation or pathological noises

6. Expression of fantasy
    5. Fantasy reveals extensive imagery
    4. Clear distinction between reality and fantasy
    3. Vague distinction between reality and fantasy
    2. Fantasy limited to personal wishes ("I want an ice cream cone")
    1. No evidence of fantasy

7. Favorite topics to talk about
    5. Speculation
    4. Family and things at home
    3. Complaints
    2. Current occupations (toys, games)
    1. None

8. Situations in which child uses verbal skills
    5. Telling stories, elaborating, interpreting
    4. Giving information
    3. Asking questions
    2. Giving short commands
    1. Limited to seeking help

9. Group Discussion Skills
    5. Drawing in other people (leaders)
    4. Taking turns in talking
    3. Sticking to the point
    2. Looking at people as he talks
    1. Not relevant

10. Language as a regulator of behavior
    5. Makes up rules for games (leader)
    4. Gives verbal directions
    3. Uses language to regulate his own behavior
    2. Uses language to protect himself ("Stop that")
    1. Does not use language to affect behavior of others

11. Fluency of language
    5. Elaborates, has continuity of thought, corrects self
    4. Beginning of elaboration and continuity
    3. Uses complete short sentences
    2. Limited to nouns and verbs
    1. Non-verbal

Appendix R

12. Child's response to teacher-initiated experience (such as naming what he sees in pictures, telling about a picture, response to if-then situation, or response to objects like doss, car, toy)

    5. Imaginative completing
    4. Sequential development
    3. More extensive labelling
    2. Limited labelling
    1. No response

Please write one or two paragraphs summarizing the child's language developments.

Appendix S

PRESCHOOL BEHAVIOR RATING SCALE

INSTRUCTIONS

This rating instrument contains thirty items covering behaviors commonly occurring in the nursery school. Each item is to be rated on a four point scale. Definitions are provided for the end points, 1 and 4, for each item. The other ratings, 2 and 3, are for intermediate points. For each item please circle the number which reflects the child's typical behavior at this time.

Scoring procedure for the Preschool Behavior Rating Scale.

This rating instrument yields three scale scores; Trust, Initiative, and Autonomy. Each scale score is derived by summing the ratings for the 10 items contained within it. The range of possible scores for each scale is from 10 to 40 points.

The items comprising the three scales are as follows:

TRUST: Items 15, 17, 19, 21, 22, 23, 25, 27, 28, 29

INITIATIVE: Items 1, 2, 3, 4, 7, 10, 11, 14, 16, 30

AUTONOMY: Items 5, 6, 8, 9, 12, 13, 18, 20, 24, 26.

APPENDIX S

PRESCHOOL BEHAVIOR RATING SCALE

Name of child ______________________

Age of child ______________________

How long have you known child? ______________

Name of rater ______________________

Name of school ______________________

Date of rating ______________________

ACTIVITY AND EXPRESSION

1. Motor activity

1. Restricted movement; does not attempt climbing and/or other difficult motor activities	1 2 3 4	4. Moves freely and easily through space; engages in vigorous motor activities; attempts difficult physical tasks

2. Use of conceptual language

1. Limited use of conceptual language; speaks primarily in nouns and verbs; relationships	1 2 3 4	4. Makes comparisons, counts, uses concepts of size, shape, number, color (not necessarily accurately)

3. In verbal contacts

1. Limited expression of fantasy, literal use of language, concreteness	1 2 3 4	4. Expresses himself imaginatively (e.g., plays adult and other fantasy roles)

4. Sex differentiation

1. Does not differentiate between sex roles; behaves in many ways typical of opposite sex	1 2 3 4	4. Recognizes proper sex roles

APPENDIX S

PLAYING WITH OTHER CHILDREN

5. When his play is interfered with by other children he:		
1. Gives in or withdraws; seeks help from teacher; runs away	1 2 3 4	4. Sustains his activity in spite of physical aggression; 'agressor' into the activity; verbally dismisses him
6. Aggression in play situations		
1. In play activities shows verbal or physical aggression toward other children	1 2 3 4	4. Plays without hurtful aggression with or beside other children
7. Bossiness		
1. In play is bossy; coerces others; punishes offenders; tattles to teacher	1 2 3 4	4. Plans with other children in play activities
8. Hoarding materials		
1. Accumulates and tries to hold onto things even though he does not use them; hoards	1 2 3 4	4. Shares materials with others if he is not using them

DECISION MAKING

9. When faced with alternatives in an unstructured situation:		
1. Wanders aimlessly from one activity to another or does not choose any activity or chooses the familiar	1 2 3 4	4. Makes decisions easily and readily and pursues the chosen activity; chooses unfamiliar activities
10. Leadership in play		
1. In activities does not have ideas; lets things happen; fails to anticipate problems and/or consequences; is passive	1 2 3 4	4. Volunteers for a task; shares his plans and possessions; makes suggestions for solving problems or continuing activity; has ideas

APPENDIX S

11. Direction in activities		
1. Relies on adult direction; models activities in stereotyped fashion	1 2 3 4	4. Extensively self directed; decides for himself what he wants to do and how to do it
SENSE OF SELF		
12. When he completes a task (building a block structure, climbing a jungle gym, etc.)		
1. Has to be told he has done a good job	1 2 3 4	4. Exhibits pride by taking time to observe his accomplishments without seeking approval from others
13. Sense of "me-mine" and "you-yours"		
1. Does not identify own possessions; does not perceive that he has rights	1 2 3 4	4. Differentiates between himself and others by insisting upon own rights; demanding his due time; identifies own possessions
14. Facing temptation		
1. Violates instructions and attempts to conceal actions; protests innocence; denies guilt	1 2 3 4	4. Can control impulses; can admit guilt; can accept limits
NOVEL EXPERIENCES AND MATERIALS		
15. Response in instructured situation		
1. Withdraws from participation, clings to adults, etc.	1 2 3 4	4. Finds something to do
16. Reaction to novel experiences		
1. Sticks with the familiar; refuses to explore when encouraged	1 2 3 4	4. Searches out new materials and novel experiences; is particularly attracted by the new and novel; explores

APPENDIX S

17. Coping with unexpected situations		
1. Cries, panics, withdraws, becomes immobile	1 2 3 4	4. Explores alternative choices
18. Introduction to new materials or situations		
1. Refuses to explore; submissively explores when teacher requests; depends upon others for ideas of exploration	1 2 3 4	4. Decides whether to participate or not; devises own methods and uses own ideas in exploration
19. Response to unfamiliar materials		
1. Hesitates, refuses contact, waits for teacher and/or others	1 2 3 4	4. Readily explores
20. When he desires to do something very difficult for him he:		
1. Vacillates, then seeks help; gives up	1 2 3 4	4. Takes a chance; insists upon doing it himself; risks failure; continually tries
21. Reactions to situations which call for help		
1. Cries, discontinues activity, gives up	1 2 3 4	4. Seeks help from others when needed
22. Movement from familiar activity to a new activity		
1. Stalls, delays, resists, and refuses	1 2 3 4	4. Moves easily into new activity

REACTIONS TO ADULTS

23. Response to separation from familiar adults		
1. Cries, panics, continues to sob and grieve, or is unrelated to adults	1 2 3 4	4. Leaves familiar adults without discomfort

APPENDIX S

24.	Dependence on adults		
	1. Depends upon adult for directions for carrying out activity	1 2 3 4	4. Proceeds on his own without dependence on adults
25.	Responses to strangers		
	1. Withdraws, avoid, rejects, refuses to talk	1 2 3 4	4. Moves towards strangers readily or takes them for granted
26.	When he doesn't get his own way because of necessary adult control he:		
	1. Continues objection by whining, screaming, biting, kicking, sulking, throwing, etc.	1 2 3 4	4. Accepts control with temporary non-physical objections

RESPONSES TO CHANGE AND HURT

27.	Responses to change in routine		
	1. Goes to pieces, regresses	1 2 3 4	4. Accepts change readily
28.	Response to disappointments		
	1. Rejects diversions, cries, withdraws, continues to demand	1 2 3 4	4. Recovers by seeking and/or accepting other alternatives
29.	Response to hurts		
	1. Cries, withdraws, cannot be consoled	1 2 3 4	4. Accepts comfort, and aid, bounces back
30.	Response to feelings of others		
	1. Does not respond to others' needs or wants; is oblivious to desires or troubles of others	1 2 3 4	4. Expresses concern when others are hurt or need something; attempts to console or help others; is aware and responds to feelings of others

Appendix T

DIMENSIONS OF THE BEHAVIORAL RATING SCALES FOR MOTHERS[1]

- I. Child Rearing
    - A. Affection
    - B. Discipline
    - C. Physical Care
    - D. Intellectual Expectations
    - E. Social and Emotional Expectations
- II. Social Competence
    - A. Independence
    - B. Interdependence
    - C. Responsibility for Self
    - D. Development of skills and resources in interpersonal relations
- III. Adaptability
    - A. Empathy
    - B. Flexibility
    - C. Motivation
- IV. Intergroup Acceptance
    - A. Extent of intergroup acceptance or rejection
    - B. Ability to discuss feelings about racial and economic differences
- V. Use of Community Resources
    - A. Frequency of use
    - B. Appropriateness of use
    - C. Quality of involvement

DEFINITIONS OF DIMENSIONS OF BEHAVIOR AND SCALES

I. Child Rearing

Child rearing is the process by which mothers change or reinforce behavior of their children in order to make that behavior fit the culture of the home and the larger society. Operationally, the child rearing practices of a mother are reflected in the manner with which she shows affection, disciplines her child, cares for his physical needs, and indicates her expectations for the child.

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[1] Developed for use in project by Dr. Mary Betts, Systems Analyst, Educational Data Services.

APPENDIX T

A. Affection. Communicating love by verbal concern, nonverbal cues, physical contact, and sensitivity to the child's feelings.

5. Exceptionally affectionate

Mother consistently shows child by verbal and physical means that she is exceptionally affectionate toward child. Mother consistently fondles him, comforts him when hurt, praises him, encourages him, laughs with him.

4. Moderately affectionate

Mother usually shows child by verbal and physical means that she is moderately affectionate by usually fondling him, usually comforting him when he is hurt, usually praising him, encouraging him and laughing with him.

3. Neutral -- Matter-of-fact

Mother is neutral in her display of affection. She is matter-of-fact and shows little overt affection.

2. Moderately rejecting

Mother shows coolness, avoids touching the child or being touched by the child. She withholds comfort and seldom praises or encourages him.

1. Cold and cruel

Mother consistently shows rejection. She is withholding, indifferent and somewhat cruel toward child.

B. Discipline. The mode of socializing the child as shown by methods used in eliciting desired behavior and in correcting behavior.

5. Mother is neither overly permissive nor overly strict. She shows awareness of child's limitations and has appropriate rules for his stage of development. She has positive goals and rewards as well as punishes. Rewards and punishment are appropriate to the child's stage of development, and so is the timing. Mother punishes with firmness and warmth, not with coldness, anger, or frustration. Mother is consistent in rewarding or punishing the follows through on promises or warnings.

4. Mother is usually not too permissive or too strict. She is aware of child's need for support and limits. She sets rules that are usually appropriate to child's level of development. Her rewards and punishment are usually appropriate. She is somewhat more likely to recognize need for punishment than she is to set goals and reward positive behavior. She may occasionally permit behaviors she usually punishes or she may occasionally over-react, punishing when the child did not expect it. She usually disciplines with warmth but occasionally out or irritation or frustration.

3. Mother is permissive or moderately strict. Somewhat permissive mother tolerates occasionally destructive behaviors, warns or threatens numerous times before disciplining, sometimes warns without following through. She has few positive goals for her child's social development. She is inconsistent and may be more likely to enforce rules in the presence of others who expect it of her. Somewhat strict mother has more rules or more complicated rules than her child's level of development warrants. She may sometimes punish too harshly or inconsistently. She has few rewards, depends primarily on punishment. She sometimes punishes out of irritation or anger, often matter-of-factly, seldom with real warmth or supportiveness.

2. Mother is overly permissive or overly strict. Overly permissive mother seems unaware that her child needs support or discipline, tolerates moderately disruptive or potentially destructive behavior, makes only sporadic attempts to control her child, generally when he is annoying others very obviously. She does not warn or threaten any specific punishment, and seldom, if ever, follows through. Overly strict mother has many and often inappropriate rules. She is very unlikely to reward behavior, quick to punish. Punishment is fairly harsh. She punishes coldly or angrily, shows no signs of supportiveness or warmth. She seldom shows awareness of child's limitations, is often frustrated by his inability to comply with all of her demands.

1. Mother is extremely permissive or extremely strict. Both types show no awareness that child has limitations, that he needs her constructive help in learning to control and direct his behavior. Extremely permissive mother allows destructive and disruptive behavior, tolerates such behavior even when it is obviously annoying to other adults or children. Mother's rewards seem capricious and unrelated to child's behavior or are

used as bribes. Mother may ask child repeatedly to do something or stop doing something, but will not threaten or punish. Extremely strict mother has rules for almost very behavior. There is a right way and a wrong way for her child to do almost everything. Her rules may be inspired by her beliefs or by her own convenience. Rewards are few, if any. Her punishment is harsh, frequent, and meted out coldly or angrily. She is often frustrated when her child cannot meet her expectations and may reflect it in added punishment or severity of punishment.

C. Physical Care. The providing of food, warmth, shelter, medical care, play experience.

5. Provides excellent care

Provides regular meals, keeps child clean, has medical and dental checkups regularly, maintains daily routines, provides safe outlets for play.

4. Provides good care

Provides meals regularly, keeps child clean, has medical and dental check-ups, maintains daily routines, provides safe outlets for play. May be careless about one of these areas (medical or dental appointment, for example) or may occasionally neglect each of them.

3. Provides acceptable care

Generally provides meals, keeps child reasonably clean, has some concern for provision of safe play outlets. May neglect medical and dental care, may be somewhat inconsistent about meals and cleanliness, may not observe daily routines.

2. Provides only minimal care

Child is fed and clothed but not adequately or correctly most of the time. Little if any concern for medical and dental care, especially preventive care, or for safe play outlets. Mother is inconsistent and shows little care for physical care of child.

1. Consistent neglect

Mother neglects care for child. Child has no breakfast, is dirty, medical and dental check-ups not provided, minor ailments go untreated, child has little outlet for play.

APPENDIX T

D. Intellectual Expectations. The aspirations and goals that the mother holds for the child in the area of intellectual achievement.

5. High degree of expectations

Mother provides a wide range of intellectual stimuli, answers questions, attempts to elicit questions, seeks information about toys, about children's learning, about what is "normal" for her child's age.

4. Fairly high expectations

Mother makes some attempts to provide intellectual stimulation, is moderately curious about toys or about what her child should have, or be able to do. Shows awareness of the fact that children develop skills from experiences, willingness to answer her child's questions.

3. Moderate expectations

Mother generally leaves play to the child's own devices but occasionally provides him with intellectual stimuli. Answers most questions, though sometimes impatient with them.

2. Low expectations

Mother shows no awareness that children learn from play, does not provide much in the way of intellectual stimuli. She is impatient with questions and inconsistent in answering them.

1. No expectations

Mother provides no intellectual stimuli, almost no opportunities for learning through play. She stifles and discourages questions, curtails exploratory activity. She shares no curiosity about her child's rate of development and does not value intellectual achievements.

E. Social and Emotional Expectations. The aspirations and goals that the mother holds for the child in the area of social and emotional expectations.

5. High degree of expectations

Mother helps child to learn what is expected of him in social situations, helps him to learn to handle his frustrations, sets limits for emotional displays that are appropriate to the child's level of development. She shows awareness of the fact that she can help the child to learn these things and that he needs to learn them. She reflects concern for this area and seeks information and help when she needs it.

4. Fairly high expectations

Mother helps child to learn what is expected of him in most social situations and sets appropriate limits for emotional displays. She is aware, to some extent, of her role in helping him to handle frustratrations. She tolerates some lapses and is not overly concerned about her skills in this area.

3. Moderate expectations

Mother sets some limits for her child and helps him to handle frustrations, but does not do so consistently. She tends to leave the child's socialization to his experiences, although she expects him to learn.

2. Low expectations

Mother tolerates behaviors that are inappropriate for the child's age and/or is unable to accept a role as guide or teacher. She shows occasional concern over specific lacks ("he won't share") and may sporadically attempt to help the child. When she tries to help, she generally issues rules for what not to do or confines her help to verbal statements.

1. No expectations

Mother permits child to behave like a baby. When he is frustrated or has difficulty in a group, she makes it clear that she believes "kids are that way" or that other children must be at fault. She seems unaware that social or emotional control can be taught to a child.

II. Social Competence

Social competence is considered as one criterion of "mastery of environment." Operationally, the degree to which a mother is socially competent is reflected in how she copes with the environment, shows evidence of independence and inter-dependence, accepts responsibility for self and for her family, and seeks skills and resources needed in interpersonal relations.

APPENDIX T

A. Independence

5. High degree of independence

Mother is able to decide for herself what is best for her and her family, relies on herself for problem-solving. Seeks advice, listens to it, then makes her own decisions. Uses her own internal feelings rather than relying completely on external authority.

4. Fairly independent

Mother is generally able to decide what is best for herself and her family. Generally relies on herself as a problem-solver. Shows some need to collect advice or to seek approval of her decisions from persons she views as authorities.

3. Moderately independent

Mother is able to decide what is best for herself and her family more often than not, but relies heavily on others to suggest solutions to problems or to approve her tentative solutions. She may rely heavily on community resources or other "authorities" for suggested solutions or for approval or may not feel any need to seek help; holds herself aloof.

2. Somewhat dependent

Mother has little ability to decide for herself what is best for her and for her family. She is unable to solve most problems and relies on others for solutions. She manages day-to-day life for herself and her family to some extent, but requires help with anything that is not routine.

1. Very dependent

Mother is unable to make decisions and relies on others to manage her life and her family. She takes no initiative, does not question, and is passive. Let's others make decisions for her, and leans on those who will do this for her.

B. Interdependence

5. High degree of interdependence

Mother is able to help herself as she helps others, is able to compromise to achieve common goals, initiates

APPENDIX T

4. Fairly responsible

Mother plans realistically most of the time for herself and her family. She keeps most of her promises. When she does not follow through, it is usually because she made commitments that exceeded her skills or time and she tries to meet them but cannot. She may occasionally put too little priority (in terms of time or other resources) on a basic need, but usually has her priorities in order. She cares for her personal appearance and her family's, and also for health needs.

3. Moderately responsible

Mother observes priorities for her needs or her family's in one or two areas but not in others. She deals with needs more or less as they come up and may cope fairly well on an ad hoc basis, but does not do much planning confronted with a need, she tries to meet it, but cannot be depended on to keep her commitments because of her lack of planning--though she does sometimes keep them. She tends to have a lot of last minute changes in plans, small crises, and excuses. Her own health and appearance and her family's also reflect her lack of planning; they are cared for when things are calm and a bit neglected when she has too much to handle at once.

2. Somewhat irresponsible

Mother does not plan for her needs. She has few priorities, takes things as they come. She may neglect her own health or her family's and her personal appearance reflects her lack of responsibility. She is often late, seldom keeps her commitments and cannot be depended on at all. She may make commitments in a burst of enthusiasm or a desire to please but her motivation is external and short-lived. She does not keep promises simply because she made them. When confronted with conflicting demands on her time or resources, she often makes bad judgments, following her immediate interest without consideration of the relative importance of the demands on her time or resources. Her comments or excuses indicate that she does not view herself as an "agent;" she does not usually accept responsibility personally when she fails to meet commitments.

1. Very irresponsible

Mother makes few commitments and seldom keeps those she makes. She takes no pride in her personal appearance or her family's. She has no priorities for her family's many arrangements that are mutually advantageous, extends her concern beyond herself and her family (cooperative baby-sitting pools, cooperative buying, car pools, play yards).

4. Fairly high degree of interdependence

Mother is often involved in activities that go beyond herself and her family, is able to compromise to achieve common goals, is interested in arrangements that are mutually advantageous. Somewhat more likely to be interested in cooperating with a "going" concern (e.g. a baby-sitting pool or cooperative buying) than to help start one.

3. Moderate degree of interdependence

Mother is moderately interested in cooperative activities and is able to share and to compromise when she participates. Or she may be very interested in being involved in a number of these activities but not always able to compromise, cooperate or work with a group.

2. Low degree of interdependence

Mother shows little interest in being involved with others, little concern for anything beyond herself and her family. She participates occasionally, usually if she is urged to do so. She may be unable to communicate or function very well within a group, but occasionally tries anyway.

1. No interdependence

Mother keeps out of cooperative endeavors, is a "loner" in groups, minds her own business and her family's. Does not view others as sources of help.

C. Responsibility for Self.

5. Very responsible

Mother plans realistically for herself and her family. She meets commitments; when she makes a promise, she follows through and other people may count on her to do so. She plans time and resources to meet her needs and her family's and has a realistic set of priorities for those needs. Mother cares for her own personal appearance and her family's, attends to her health needs and her family's.

needs, sometimes does not even act on suggestions from others that these needs should be attended to. Unless she is put under pressure, she does not even bother to verbalize excuses for her failures to meet commitments or attend to needs. She may lack a sense of time. She shows up for appointments late, early, or not at all. She may let a pressing need go unattended for days before doing something and then state that she got around to it as soon as she could.

D. Development of skills and resources in interpersonal relations.

5. Values skills to a high degree

Mother actively seeks to develop her skills in understanding others, in leading or participating in a group, in relationships to peers, to family, to authority, etc. Values such skills. She is not afraid to ask for help, shows concern for how people are getting along. She seeks to develop her skills even when she has no immediate interpersonal problem and values growth itself.

4. Values skills to a fair degree

Mother shows concern for how people are getting along for relationships with others, although more likely to do so when there is a problem. She seeks help with her skills, is not afraid to ask for help when she needs it in order to get along with a group better or solve a personal problem.

3. Values skills moderately

Mother values participation in groups and values her relationships with others. She does her best to get along, to cooperate. She learns and grows in her skills by experience, but does not often seek specific help with her skills.

2. Values skills only slightly

Mother participates in groups to a fair extent. Makes little attempt to develop relationships to peers, family, etc. She enjoys such relationships when things go smoothly but not when there is conflict. She may accept conflict as inevitable and may not feel that there is anything she can do about it. Occasionally, she contributes to the conflict and does not appear to grow in her ability to avoid it or solve it. If group conflict grows severe, she may withdraw and may speak in a condemning manner of the group.

1. Does not value skills

Mother has as little to do with groups as possible. She makes little or no attempt to develop relationships to peers, family, etc. She withdraws from relationships quickly when conflict arises or else she may handle the situation by aggravating the conflict. She may view herself as lacking the skills needed to get along in relationships. Or she may verbalize feelings that such activities are not worthwhile or not satisfying, without showing much awareness that skills are involved, or that skills can be developed ("some people are good at it and some are not.")

III. Adaptability

Mother adaptability is defined as her ability to deal effectively with problematic situations by changing roles, attitudes and actions in terms of new or modified understanding of the situation with which she is confronted. Operationally, the degree to which a mother is adaptable is reflected in the manner in which she handles behavior problems of her child. The essential components of adaptability are empathy, flexibility, and motivation.

A. Empathy. Empathy is defined as the mother's ability to interpret her child's behavior in terms of the child's feelings, thoughts, and motivations, and to relate this understanding to the particular situation and the child's behavior.

5. High degree of empathy

Mother makes inclusive statements pertaining to her child's feelings, motivations, thoughts, and can specify the causative factors accounting for the child's behavior. She gives the impression of sensitive and assured understanding of what the child may be experiencing and reacting to.

4. Fairly high degree of empathy

Mother makes comparatively inclusive statements regarding the child's feelings, motivations, thoughts and the causative factors, but gives the impression that the understanding is incomplete or to some degree unsatisfactory or qualified. Mother is able to discern a causal relationship between the child's feelings or motivations relative to a particular situation.

3. Moderate degree of empathy

The mother is able to make a simple or single connection between a child's activity or response and the stimulus for the child's reaction. Mother is sometimes able to discern a causal relationship between the child's feelings or motivations and his reaction to situations.

2. Low degree of empathy

Mother has a limited ability to discern the causal elements involved in her child's behavior. Her descriptions of the causes underlying her child's responses are usually limited to a single generalized statement.

1. No empathy

Mother does not describe her child's behavior in empathic terms. She generally responds to her child in a manner inconsistent with an understanding of the underlying causes of the child's behavior.

B. Flexibility. Flexibility is defined in both cognitive and behavioral terms. It represents an evaluation which individualizes the child in the light of a specific situation. It also represents the ability to express and employ alternative means of action toward one's child in the light of the mother's evaluation of the specific mother-child situation, as opposed to acting in a stereotyped manner.

5. High degree of flexibility

Mother responds to her child's behavior in a manner that is clearly related to her perception of the situation. Her behavior is dependent upon her specific evaluation of that situation, as differentiated from a generalized way of responding. She deals with the situation in terms of a specific meaning while relating her action to past experience. She has an ability to recognize changing patterns in the child and makes the necessary change in her own behavior.

4. Fairly high degree of flexibility

    The mother tests or experiments with different techniques, not necessarily arriving at effective methods, but she has an ability to explain the reason for the alternative actions taken. She is able to change patterns or action over time but does not always deal with the situation in a specific particularized manner.

3. Moderate degree of flexibility

    The mother occasionally considers alternative situations and responds accordingly although her response is more characteristic of the application of a determined formula than a specific response to a particular situation. She generally performs a sequence of general actions which are based upon past ways of responding rather than being specifically tailored to the new situation.

2. Low degree of flexibility

    Mother usually responds to a prescribed formula from an outside source, and her behavior is characterized by unquestioning application of that formula. She has an ability to specify a situation while responding in a vascillating, inconsistent or stereotyped manner.

1. Inflexible

    Mother behaves in a rigid and stereotyped manner toward a particular situation in which the child is involved, and is persistent, unchanging and persevering in the face of such situations (as distinguished from consistent behavior based upon experience).

C. Motivation. Motivation is defined as an affectual investment characterized by involvement of the mother in affecting certain anticipated goals on the part of the child.

5. High degree of motivation

    Mother exhibits an awareness of continued and on-going demands, and has a willingness to undertake the responsibility implied by these demands. There is an effort on the part of the parent to evaluate her personal responses and to strive for continual improvement. She indicates her willingness to become involved with the child in interpersonal interaction which involves persistent follow-through.

4. Fairly high degree of motivation

   Mother has a willingness to try out methods suggested by others. There is an effort on her part to evaluate her personal responses; this may result in indecision or ambivalence as to what action should be taken. She seeks outside resources.

3. Moderate degree of motivation

   Mother has a willingness to stay with a situation over a period of time by means of a particular type of action. She may make an effort to seek outside resources. She makes some attempt to evaluate her own responses, but sometimes fails to see the connection between her actions and the child's responses.

2. Low degree of motivation

   Mother expresses some interest or concern for the child but indicates a limited investment of time and energy. There is recognition of the necessity for taking action, but she places responsibility elsewhere.

1. No motivation

   Mother indicates an unwillingness to acknowledge any responsibility for personal involvement with the child or the situation. She does not view her behavior in terms of having a future effect upon the child's behavior.

IV. Intergroup Acceptance. Operationally, intergroup acceptance is reflected in the degree to which a mother associates across lines of race, religion, culture, and social class, and in her expression of feelings toward members of groups other than her own.

A. Extent of intergroup acceptance or rejection.

5. Very accepting

   Mother participates in intergroup activities, takes all opportunities to do so. She spends time, on her own, with members of the other groups. She involves mother and children from other groups in her activities, those outside the nursery program as well as in the program. She verbalizes interest in meeting people from a variety of groups and values the chance to learn from them.

4. Moderately accepting

Mother participates in intergroup activities and values the chance to do so--takes opportunities to do so. She is not so likely to go out of her way to involve members of other groups in her own daily friendships and activities, as she is to work with them in groups, though she may occasionally try to be helpful to someone with a problem, regardless of group membership.

3. Neutral

Mother participates in intergroup activities when the activity itself is of importance, but not just to work with people from other groups. Given a choice, she will choose to work with members of her own group, but makes no overt objection when asked to work with members of other groups. She may verbalize her feelings that others are "different" but is not very critical, just not interested, and apparently feels more secure with her own group.

2. Moderately rejecting

Mother will work with people from other groups if she has an overriding interest in the objectives of the group. Otherwise, she avoids members of other groups. She is mildly critical of members of other groups and may make sporadic efforts to steer her children's associations to members of her group and away from others. If asked to work with people outside her group, she will object but will cooperate if urged.

1. Very rejecting

Mother is usually unable to work with members of other groups. She is highly critical of other groups and fearful of them. She verbalizes fear, distrust, or dislike for members of other groups and may attempt to overcome her own feelings or hide them from her children.

B. Ability to discuss feelings about racial and economic differences.

5. High degree of ability

Mother is able to discuss her feelings about her own concerns--personal, racial, and economic--with an "outsider" as if he were a member of her own group. She shares in-group humor with members of the "out-group." She shows acceptance of differences and not resentment of them--or at least shows that her resentment of racial or economic differences leads to constructive work to improve things and does not confuse general issues with blaming an individual member of the "out-group" for these issues. She trusts members of an "out-group" with confidences and with her feelings.

4. Fair degree of ability

Mother can share feelings--personal, racial, or economic--with a member of an "out-group" and can share "in-group" humor, but only with a few specific members of the "out-group" who have served a strenuous apprenticeship before she could trust them. She may show occasional flushes of resentment of differences or flashes of judging even these special associates on a racial or economic basis--or, she may withhold her most serious concerns, though she can share some "in-group" humor and some concern with members of the "out-group."

3. Moderate degree of ability

Mother frequently mistrusts members of the out group as recipients of confidences, stays on safe topics. But she occasionally shares some feelings or humor. She may share these and then withdraw from doing so for a time, before she feels able to share a glimpse of her feelings again.

2. Low degree of ability

Mother seldom allows herself to comment honestly on topics or feelings in racial and economic areas. She stays on safe topics most of the time. She may occasionally verbalize her feelings that members of the "out-group" are not able to understand her world.

1. Little or no ability

Mother avoids discussions of feelings about racial or economic differences. She may verbalize her strong feeling that members of "out-groups" cannot understand her world or cannot be trusted with her feelings. Or she may verbalize feelings that members of the "out-group" are not interested in her feelings. She is likely to be formal with members of the "out-group" and may hide all feelings or emotions from them, insofar as she can do so.

V. Use of Community Resources. The nature and extent of the mother's use of the resources available to her in the community

A. Frequency of use

5. High frequency of use

Mother makes extensive use of community resources in medical, educational, and social areas. She seeks help whenever she needs it for herself or for her family.

4. Fairly high frequency of use

Mother uses community resources fairly often. She may use them more in one area of her life than in another - medical, but no social, for example. Or she may use them for severe problems but not for less serious ones.

3. Moderate frequency of use

Mother sometimes uses community resources. She may use them in one area only, overlooking others, or she may use all areas sporadically.

2. Low frequency of use

Mother seldom uses community resources. She may look for help with a severe problem, but is not likely to use resources otherwise.

1. Little or no use

Mother rarely uses community resources. She and her family are "loners", preferring to sink or swim without help, or at least apparently unwilling to ask for it.

APPENDIX T

B. Appropriateness of use

5. Very appropriate

Mother uses resources wisely. She seeks help when she needs it, and not when she doesn't or when the agency's functions are not geared to her situation. She sticks with one agency long enough to get help, she does not "window shop" impatiently. She uses resources to enrich her family life as well as to solve problems. She has some skill in finding or choosing the right resource for the problem.

4. Fairly appropriate

Mother usually uses resources wisely. She exhibits impatience and "window shops" only occasionally. She is somewhat more likely to seek help with a problem than to seek enrichment. She is fairly skilled at matching resources to problems, but may attempt to obtain help from inappropriate sources and persist at this for a while.

3. Moderately appropriate

Mother "window shops" fairly often. She usually matches resources to problems, but may persist in attempting to get help from the wrong source for a specific problem. She may occasionally mis-use a resource by over-using it.

2. Fairly appropriate

Mother is often unable to sort out resources and apply them to problems. She may put in a lot of time going from one resource to another before she hits the right one. She is impatient; she "window shops" frequently. She may try to get resource agencies to solve problems not in their power to solve or ask the unreasonable. She does not appear to "learn the ropes" very quickly.

1. Very inappropriate

Mother "window shops" so much that agencies find it hard to help her. She may persist in seeking help from the wrong source or ask the impossible. She shows little awareness of the functions of various resources and may verbalize confusion, mistrust, or dislike if not immediately successful in finding help.

APPENDIX T

C. Quality of Involvement

5. Very active

Mother cooperates with agencies and resources when asking for help. She works with those who help her, shows up on time, brings or finds information needed. She volunteers to work with resources to better the offerings (educational and social outlets, for example). She attempts to use her contacts with resources to learn how to manage better or to enrich her life and her family's.

4. Fairly active

Mother is usually cooperative with agencies and resources when she seeks help. She keeps appointments and gives necessary information. When she is involved with resources for enrichment, she is willing to give her time if asked, though she is not likely to volunteer very often. She tries to learn from resources and tries to use them in order to be independent.

3. Moderately active

Mother tries to be cooperative when seeking help. She tries to learn from resources, in the process of being helped. She may become dependent on a resource more than is necessary or may be passive about following instructions, without assisting in the creation of solutions. She may seek resources for enrichment but is not likely to feel any obligation to work with community groups--only a desire to use them.

2. Fairly passive

Mother goes to agencies or resources to have her problems solved and expects the agency to solve it. She takes little interest in the solution and does not work to help create it. She will attend functions at resources for enrichment occasionally, if urged to do so. She has little sense of participation in community efforts.

1. Very passive

Mother goes to agencies to have her problems solved and takes no interest in helping with the solution. She is likely to fail to show up for appointments, or to fail to take the suggestions offered by the agency unless they keep after her to do something. She gives nothing in return for enrichment activities when she uses them, which is seldom.

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